STATE STUDIES ON TEACHER EDUCATION

TEACHER EDUCATION IN WEST BENGAL

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NCTE

NATIONAL COUNCIL FOR TEACHER EDUCATION

Teacher Education
in
West Bengal

State Studies on
Teacher Education

Teacher Education in West Bengal

Current Status, Issues and Future Projections

West Bengal State Council of Educational Research and Training
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Foreword

Teachers have always played a crucial role in preparing communities and societies towards exploring new horizons and achieving higher levels of progress and development. They are the prime agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture. Professionalism in teacher education has been a matter of concern and attention in India, particularly during the last five decades. The National Policy on Education 1986/1992 clearly recognises this and stipulates : "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines". Earlier, the Kothari Commission (1964-66) had also made specific recommendations to improve upon the professional, academic and social aspects of teachers. Over the years several innovative steps and contributions of state and national level organisations towards revamping teacher education have been appreciable.

The National Council for Teacher Education Act, 1993 visualizes the task before the nation. It enjoins upon NCTE to achieve planned and co-ordinated development of teacher education in the country and also ensure maintenance of norms and standards. NCTE, as a statutory body, has taken upon itself these responsibilities in all seriousness. A thorough understanding of teacher education system in the States/Union Territories could be a pre-requisite. Specific problems of the region have to be understood and responded to.

This could be done only through area-specific indepth studies. After several discussions with Dr. Chitra Naik, Member, Planning Commission, the NCTE decided to initiate a project of State Level Studies in Teacher Education. Such studies could be very helpful to policy makers, educational planners, teacher educators, researchers and teachers. NCTE organised a National Level Consultation Meeting inviting all SCERTs in 1996. The project was concretised subsequently by the National Steering Committee. One of the identified objectives before the NCTE in undertaking this project was to present before the state governments, the central government, the Planning Commission, universities, state and national level organisations a complete picture of teacher education in the state highlighting the areas of input required in terms of infrastructures and professional support. It was felt that this would be helpful to the system as a whole. Consequently, the project focuses not only on collecting institutional information but also on undertaking indepth study of training facilities, manpower availability, incoherence between content and processes, etc.

Prof. O. S. Dewal accepted the offer of NCTE to function as National Co-ordinator for this Project. A National Project Co-ordination Committee comprising Dr. T. N. Dhar, Dr. R. P. Singhal, Prof. C. L. Anand, Shri S. K. Grover, Dr. K. Walia and Prof. O. S. Dewal, constituted for this purpose, has been regularly monitoring the progress and assisting the state level bodies in completing the task.

To the State of West Bengal goes the credit to complete this report well in time and to our full satisfaction. I am thankful to Dr. M. S. Chatterjee, Director, SCERT, West Bengal, his Colleague Dr. S. K. Mukherjee, Nodal Officer and the members of the Project team who did commendable work in completing this study. We are grateful to Dr. R. P. Singhal for editing and to Dr. D. N. Khosla for bringing out the report in the present form. NCTE hopes to present more such reports before the Nation.

New Delhi
January 31, 1998

J. S. Rajput
Chairman, NCTE

Preface

Teaching is known from time immemorial as a noble profession. Teachers are the true builders or makers of human beings. A nation stands on its human power. In this sense, due importance and priority should be given to the professional course for teachers. Training courses for medical profession, management or technology have all become popular and prominent. Training courses for teaching profession are yet to come up to the desired level of priority. Strong and healthy institutions, uniform course contents and good teacher educators are now indispensable. We cherish the attempts of the NCTE to promote the quality of teacher education in the country.

The Project on "Teacher Education in West Bengal—Current Status, Issues and Future Projections" was undertaken by the SCERT, West Bengal at the initiative of the NCTE. I am glad that inspite of several difficulties, some natural and some artificially created, the work has been completed, though to reach another level of perfection, opinions that will be received on the report will be further incorporated in the next stage. I, therefore, eagerly look forward to opinions from all related to the area.

I express my deep debt of gratitude to the Hon'ble Minister- in- charge Shri Kanti Biswas who, I know, in his effort to promote the quality of teacher education in the country as a whole, has offered all help and expertise to the growth of a central organisation like NCTE. He has not only been a source of inspiration to me but also an unerring source of wise counsel in all matters relating to teacher education in the State. But for his

help, the project could not have been concluded at all. I also owe a deep debt of gratitude to Prof. J.S. Rajput, Chairman, NCTE and Prof. O.S. Dewal, National Consultant, NCTE for their constant encouragement, sincere co-operation and abiding interest in teacher education in the State.

My colleague Prof. S.K. Mukherjee has been painstaking, persevering and meticulously precise in drawing up the report. His team members, Shri Anit Kumar Das, Smt. Mahua Mondal and Smt. Banani Chakraborty, all Research Investigators, have shown outstanding courage, work effort and hardworking nature in helping Prof. Mukherjee in all respects including collection and tabulation of relevant data.

Members of the Computer Unit Sarvashri Swapan Giri, Arup Saha and Uttam Chatterjee deserve special mention for the toil and trouble they have undertaken to give a complete shape to the report in computerised printing. I appreciate their skill.

All efforts have been taken to make the report free from errors. The errors, that still might have crept in, are, however, solely mine.

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Chapter 1

Growth of Teacher Education and the State Policy

Introduction

Status study, as a matter of fact, relates itself to the determination of the values of some quantitative characteristics or variables as well as state or conditions of some qualitative characteristics or attributes relevant to the system at a particular point of time. The variables and attributes related to the system of teacher education are well-known. The physical infrastructure including availability of teaching aids, flow of funds, variables related to manpower planning, course content and curriculum and methods of their transaction, levels of attainments of professionalism etc. are just a few to enumerate. Keeping this concept of Status study in mind, the project on Teacher Education in West Bengal: Current Status, Issues and Future Projections has been undertaken under the auspices and initiative of and with full financial support from the National Council for Teacher Education.

The basic objectives of the Study are :

(i) to assess the growth, development as well as the present status of teacher education in the State;

(ii) to collect baseline data on teacher education institutions;

(iii) to identify strengths and weaknesses of the teacher education system now in vogue in the State, and thereby ;

(iv) to identify steps for improvement of the system and finally;

(v) to make future projections.

Methodology

A methodology of complete enumeration, as opposed to a sample survey, has been adopted in conducting the study. To collect data from each and every institution scattered throughout each of the districts, three Reseach Investigators were deployed after dividing all the districts into three convenient zones. At the outset, a questionnaire entitled "Profile of Teacher Education Institutions"(Appendix-I) was carefully prepared by a body of experts consisting of distinguished educationists, academicians, field investigators and statisticians. The items in the questionnaire were so selected as would not only elicit required information but also cross-verify it.

The copies were mailed through a well-known courier service to all the teacher education institutions namely (i) Primary Teacher's Training Institutes, (ii) B. Ed. Colleges and (iii) B. P. Ed. Colleges with a forwarding letter from the Director, SCERT, West Bengal. The Director in this letter requested the heads of all the institutions to go through the proforma and make the information sought therein ready so that the research investigators deputed could easily collect relevant information after filling it up carefully with the help of the head of the institution. Copies of the proforma alongwith the forwarding letter were addressed to them for their perusal. The investigators visited each institution personally to collect the proforma and to make enquiries relating to the items of the proforma.

Table 1.1 shows the number of institutions visited by research investigators:

TABLE 1.1

Institutions Visited

Category of Institutions	Total number	Contacted directly
PTTI	54	50
B. Ed. Colleges	47	39
B. P. Ed. Colleges	09	09
Total	**110**	**98**

- The data thus collected have been carefully tabulated and summarised (Appendix-II).
- Besides these 110 institutions, there is also one Institute of English offering Diploma course in English language teaching.

Funds and the Time Frame

The project has been carried out with full financial support from the NCTE and the time-frame fixed was four months from August 1996. Extension was, however, needed to give a concrete shape to the idea of upholding a total and complete picture of Teacher Education in the State.

Historical Overview

Growth of Teacher Education : Regular instruction for teachers' training was first started by the Danish missionaries in undivided Bengal and a normal (training) school was established at Serampur in Hooghly district by William Carrey. Before 1854, sporadic efforts were made by individuals and education societies for training of teachers including women teachers. Wood's Education Despatch of 1854 encouraged establishment of training schools and "classes for masters". The Calcutta Normal School was opened by Iswar Chandra Vidyasagar on

July 17, 1855. A few other normal schools came into existence subsequently. The course of the normal training schools was of three years duration. The Hunter Commission in 1882 enumerated eight such schools in Bengal.

Then came the Guru Training Course in 1885-86. Middle schools were authorised to conduct one year Guru (Primary Teachers') Training Course. The percentage of trained teachers was very low in Bengal. Certain other experiments in teacher training continued till 1908 when the David Hare Training College was opened in a rented house for training of Graduate teachers.

The opening of the Teachers' Training Department by the Calcutta University in 1935 marked a new era of teacher training in Bengal. It promoted systematic study of pedagogy.

The progress continued as would be clear from Table 1.2.

TABLE 1.2

Training Schools and Colleges (1947)

Category of Institutions	Men	Women	Total
1st Grade Training (Normal) School	1	0	1
Primary Training Schools	44	9	53
Training Colleges•	3*	2	05

* Also admitted women students.

• Source : Education of Teachers in India, Vol. II.

In the post-Independence period in West Bengal, basically two types of institutions developed for offering both pre-service and in-service training facilities (on quota basis) to (i) Primary school teachers and (ii) Secondary school teachers (graduate trainees). The first category included Junior Basic Training

Institutes, residential in nature, with one year certificate course and the second category included B.T. or B. Ed Colleges. The Junior Basic Training Institutes were later on renamed as Primary Teachers' Training Institutes.

During the last few decades, there has been a phenomenal increase in the number of schools both at the primary and secondary levels and a similar increase in the number of teachers. To this has been added in recent years the unprecedented influx of students into the formal system as a consequence of implementation of the Total Literacy and Post Literacy Campaigns. The need for promoting the quality of education called for expansion of the network of teacher education.

Table 1.3 suggests the growth of Teacher Training Institutes during the last three decades while Figure 1.1 shows the location of District-wise Distribution of PTTIs, B.Ed. and B.P.Ed. Institutions on the map of West Bengal.

TABLE 1.3

Growth of Teacher Training Institutions (1967 - 1997)

Year	Category	Total Number
1967	J.B.T.Is	33
	B. Ed./B.T. Colleges	25
	P.G.B.T. Colleges	2
	B.P. Ed. College	1
1997	P.T.T.Is (erstwhile J.B.T.Is)	54*
	B.Ed./B.T. Colleges	46
	P.G. B.T. College	1
	B. P. Ed. Colleges	9
	Institute of English (D.E.L.T.)	1

* One more Government sponsored PTTI started functioning in 1997

• Source : Education of Teachers in India, Vol. II

Districtwise Location of PTTIs, B.Ed. and B.P.Ed. on the State Map.

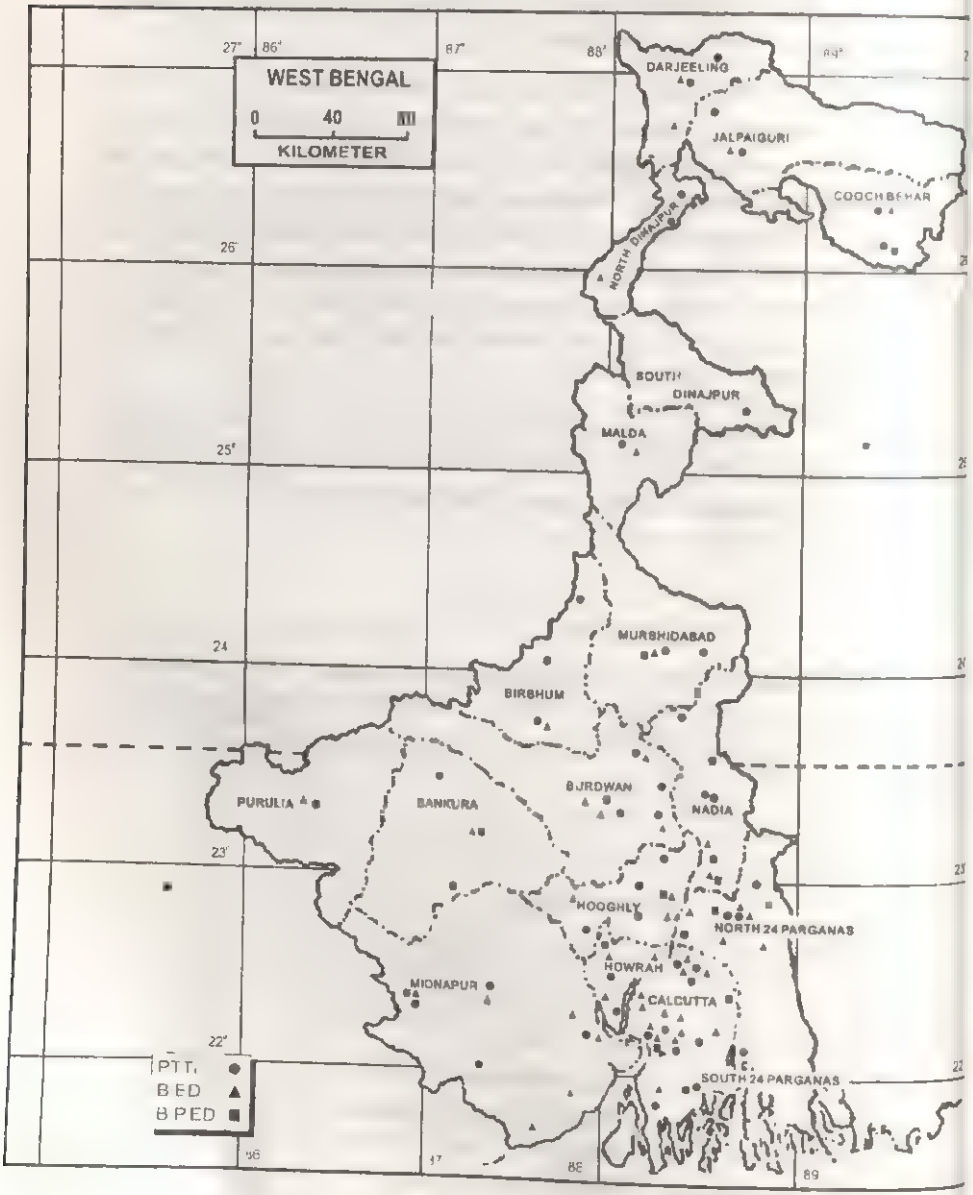

Figure 1.1

It shows that the number of training institutions for primary teachers increased by more than 163 per cent while that of training institutions for secondary teachers nearly doubled. There has also been a sudden spurt in the growth of institutions for teacher training in Physical Education.

However, the total number of institutions at present and their intake capacity is not enough to train, within a year or two, the whole backlog of untrained teachers both at the primary and secondary levels. The pressure on B. Ed. Colleges is indeed tremendous.

State Policy on Teacher Education

The policy of the State Government since Independence has been one of promoting teacher education. With the introduction of the concept of basic education at the primary level, Junior Basic Training Institutes were established throughout to impart Basic Training to primary school teachers. The innovative approach to primary education introduced by the State Government, as per new "Curriculum and Syllabus of Primary Education," in 1981 also marked a clear-cut Government policy towards Primary Teachers' Training, stating that, "in a bid to implement successfully the new curriculum, the existing infrastructure for teacher training should be reformed and training on short term basis should be introduced so that the teachers can successfully take up teaching-learning as envisaged in the new curriculum.[1] Changes in the basic training course were urgently felt and the syllabus committee suggested adoption of a new teacher training programme incorporating into it the basic tenets of (i) continuous and comprehensive evaluation as introduced by the new system; and (ii) the rationale of the policy of non-detention adopted by the Government as envisaged by the new curriculum. The syllabus committee recommended immediate implementation of a short-term

1. Curriculum and Syllabus of Primary Education, 1981, p.9.

training course involving all in-service teachers and functionaries of the School Education Department and the Directorate.

The State Government accordingly undertook a massive in-service teacher training programme in the academic session 1982-83. It was a 15-day programme in the beginning and was later reduced to a 7-day programme. The training of other primary school teachers was undertaken in 1984-85. This massive in-service training programme was conducted by the Directorate of School Education in collaboration with the SCERT, West Bengal. With the advent of the national scheme of in-service training of school teachers in the State in 1986, this programme was synchronized with the national programme known as Programme for Massive Orientation of School Teachers (PMOST) which alongwith Operation Blackboard (OB) was implemented in the subsequent years.

In this connection, the State Education Commission (August, 1992) under the chairmanship of Dr. Ashok Mitra observed, "All teachers working at all levels of education from Primary to the University should be formally trained to do their job with professional competence. For every group of teachers there should be a main training course of an appropriate length, which should be followed up with supplementary programme and refresher courses at regular intervals."[2] While discussing the state of primary education, the Commission further says, "Continuous training of teachers is equally important for improving the quality of education at the primary stage. The District Primary Education Council should organise district level intensive training courses conceivably of a month's duration .....a teacher who returns from such a training course can be expected to contribute a great deal towards improving the quality of teaching"[3].

The State Policy towards training of teachers at the secondary level deserves attention for reasons more than one.

2-3. Dr Ashok Mitra, State Education Commission, August 1992, p.43.

There is, however, a clear categorisation of the teachers' training colleges :

(a) B.Ed./P.G.B.T. Colleges/Departments of general Colleges or of Universities offering one year course leading to B.Ed. Degree or P.G.B.T. Diploma: These are meant for secondary school teachers teaching subjects like English, Bengali, Hindi, Mathematics, History, Geography, Physical Science, Life Science etc. at the secondary school level or at Madrasahs. There are 46 B.Ed. Colleges and 1 P.G.B.T. College.

(b) Physical Education Colleges offering one year course leading to B.P. Ed. degree: This course is meant for teachers/ instructors needed for imparting physical education in the secondary schools. There are altogether 9 such colleges.

(c) Institute of English : There is only one Post Graduate teacher training institution offering Diploma course in English language teaching (DELT).

B. Ed. or P.G.B.T. has been made an essential qualification for teachers of secondary schools. There is, however, some backlog of untrained teachers even at the secondary level. They are deputed to well-equipped training colleges to undergo training. The total number of seats in B.Ed./P.G.B.T. Colleges and teacher training departments of general Colleges and Universities is about 7,600[4] at present which are filled up on 50:50 basis by freshers and in-service deputed candidates. To meet the pressure a few more candidates are often accommodated in excess of the intake capacity with special permission from the authority concerned.

The percentage distribution of colleges as per pie diagram at Figure 1.2 shows the importance, as a matter of policy, given by the Government to teacher education for secondary level teachers.

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4. Higher Education Deptt, Annual Report, 1996.

Percentage distribution of colleges

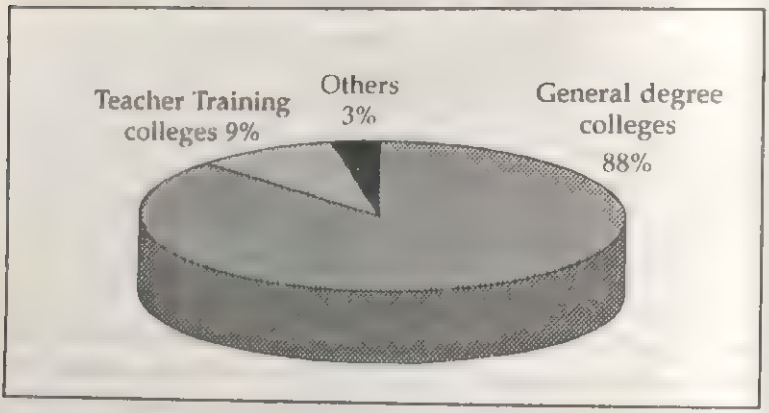


Figure 1.2

The promotional role of the State Government in respect of teacher education will also be clear from the fact that being prompted by the observations of the Ashok Mitra Commission, the School Education Department of the Government of West Bengal requested the West Bengal Board of Primary Education (W.B.B.P.E.) to take up short-term in-service orientation courses for primary school teachers which, in turn, accordingly chalked out a time bound short-term six day orientation courses to cover all the working primary school teachers, school inspectors and other educational administrators with a view to promoting the quality of the teaching-learning process. The orientation programme was successfully completed during 1994-95 with assistance from the Department of School Education and the UNICEF.

Figure 1.3 reveals the number of primary school teachers oriented through short-term in-service programmes.

Number of primary teachers oriented in each district vis-a-vis number of teachers in position.

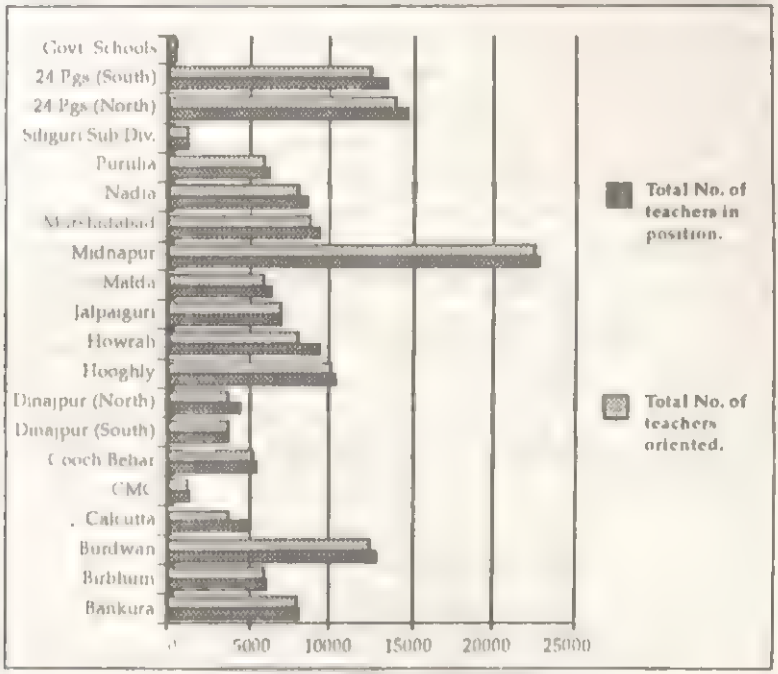


Figure 1.3

• Source : West Bengal Board of Primary Education.

This should, however, not lead one to conclude that at the primary level short-term orientation courses were always encouraged by the Government. As a matter of fact, the J.B.T Is were re-designated recently as P.T.T.Is with the change in the syllabus to be followed by them. New syllabus for primary teachers' training was in conformity with the new syllabus for primary education introduced in 1981. There are, at present (as in March, 1997) 54 P.T.T.Is with an intake capacity of roughly speaking 5,015 candidates per year. The P.T.T Is offer one year certificate course for freshers as well as in-service teachers, to be admitted in the ratio of 30:70. According to an estimation,

there were as many as 54,592 untrained teachers at the primary level as on September 30, 1993. The recruitment rules for primary teachers do not make Certificate/Degree/Diploma in teacher education as an essential qualification for entry to the job of teaching. But 20 marks are allotted for training, out of a total of 100 marks for various aspects of eligibility. Untrained teachers are given all the facilities of deputation to promote their participation in such training courses. However, for various reasons teachers not yet trained do not feel inclined to join such courses with the result that the capacity of the P.T.T.Is remains grossly under-utilized to the extent of roughly 47%. This will be clear from the pie diagram at Figure 1.4 on the basis of the data collected by the investigators. Sometimes, with special permission, quota for deputed candidates is filled up. [Total intake capacity = 4,808 in (50 P.T.T.Is); No. of actual trainees = 2,548 (53% of the actual capacity); Capacity remaining un-utilized = 2,260 (47%)]

Capacity Utilization of the PTTIs

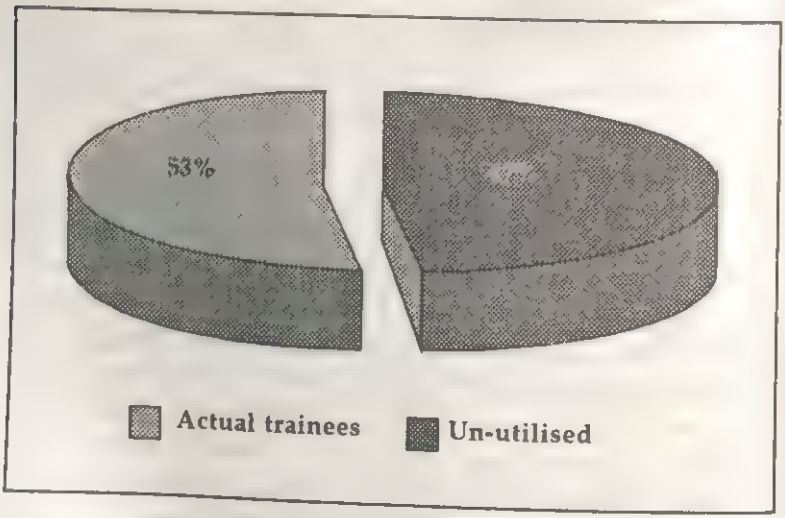


Figure 1.4

❑

Chapter 2

Management Structure of Teacher Education in the State

"The education of a teacher qua teacher starts from the day he or she joins the profession and continues till the day he or she retires. But the process can be considerably helped by formal training which should be continual and comprehensive rather than a once-over affair. All teachers, working at all levels of education from the primary to the university, should be formally trained to do their job with professional competence. For every group of teachers there should be a main training course of an appropriate length, which should be followed up with supplementary programmes and refresher courses at regular intervals. There should also be co-ordination between the training programmes at different levels".[5]

The following organogram shows the total structure of teacher education and the different kinds of institutions that offer it. There are, as a matter of fact, arrangements for the main training courses of appropriate length as well as for short-term refresher courses organised from time to time.

---

5. The State Education Commission, August 1992

Teacher Education in West Bengal

The main training courses of appropriate duration

One year certificate course for primary teachers (Pre-service and In-service) offered by the 54 PTTIs.

One-year course leading to B.Ed., B.P.Ed, P.G.B.T Degree/Diploma for secondary level (Pre-service and In-service) teachers offered by 47 B.Ed./P.G.B.T.colleges and Universities and 9 B. P. Ed. Colleges.

TheSupplementary Refreshers, Short-term courses offered from time to time by

1. SCERT, W.B
2. WBBPE
3. School Edn. Directorate
4. WBBSE

• Source : The State Education Commission, August 1992.

So far as the management structure of teacher education in West Bengal is concerned, the dominant role is played by the Government (Department of School Education) at the primary level and the Universities with their affiliated colleges at the secondary level. At the primary level, of the 54 PTTIs, 35 are under the direct control of Directorate of School Education, 14 are Government sponsored and only 5 are run as Government aided private institutions as shown in Figure 2.1.

Management Status of PTTIs.

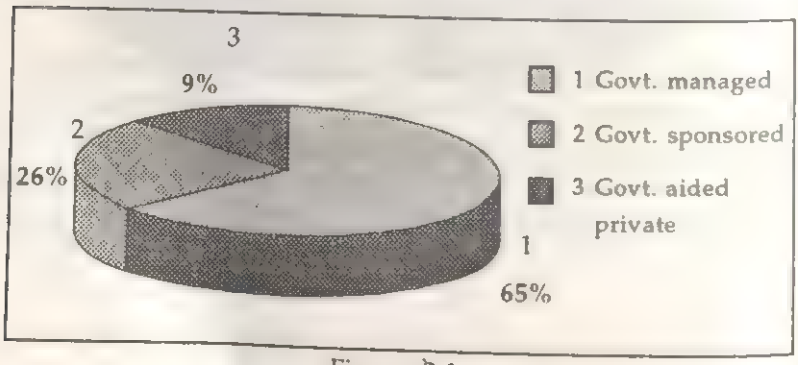


Figure 2.1

So far as the management of the academic matters is concerned, 54 PTTIs follow the syllabus of the State Government (School Education Directorate), the examination is conducted by the said Directorate and the certificates are issued by the Government. The management structure of the PTTIs is also shown by an organogram below:

Management Structure of PTTIs

Department of School Education

↓

Directorate of School Education

↓

Jt. Director (PTTIs, Training and Examination)

↓

Dy Director (PTTIs, Training and Examination)

↓

Assistant Director (PTTIs, Training and Examination)

↓

P.T.T.Is with Principal as the Head of the institution

The Institutes under governmental management are directly controlled at the State level by the Directorate of School Education. The District Primary School Councils also work in close collaboration with them so far as various academic matters are concerned except teaching-learning and examinations.

According to the rule, every institution should have its own Governing Body except those run by a Trust. The role of the governing body is important in non-Government institutions. Recruitment of teacher educators in Government PTTIs and Government sponsored PTTIs is carried out by the Directorate of School Education as per norms of recruitment set by the Government in its Order No.427-SE(Pry) dated 17.06.97. In private institutions, their governing bodies do this task.

At the secondary level, out of the 47 institutions/colleges or university departments as enumerated by the investigators, seven belong to the State Government (Department of Higher

Education) and six are Government sponsored, and of the eight Universities in the State six have their own B.Ed. Departments, one has a college of its own, one has only the affiliated colleges, while the rest are private institutions affiliated to the Universities. All the teachers enjoy the UGC scales of pay and get their salaries from the State Exchequer under the "Pay Packet Scheme" of the Government of West Bengal. There is only one Post-Graduate Basic Training College in the State which is run by the Ramakrishna Mission at Rahara in North 24 Parganas. David Hare Training College, the oldest premier teacher training institute in the State, which started functioning as early as in 1908-9, is under the direct control of the Higher Education Department of the Government.

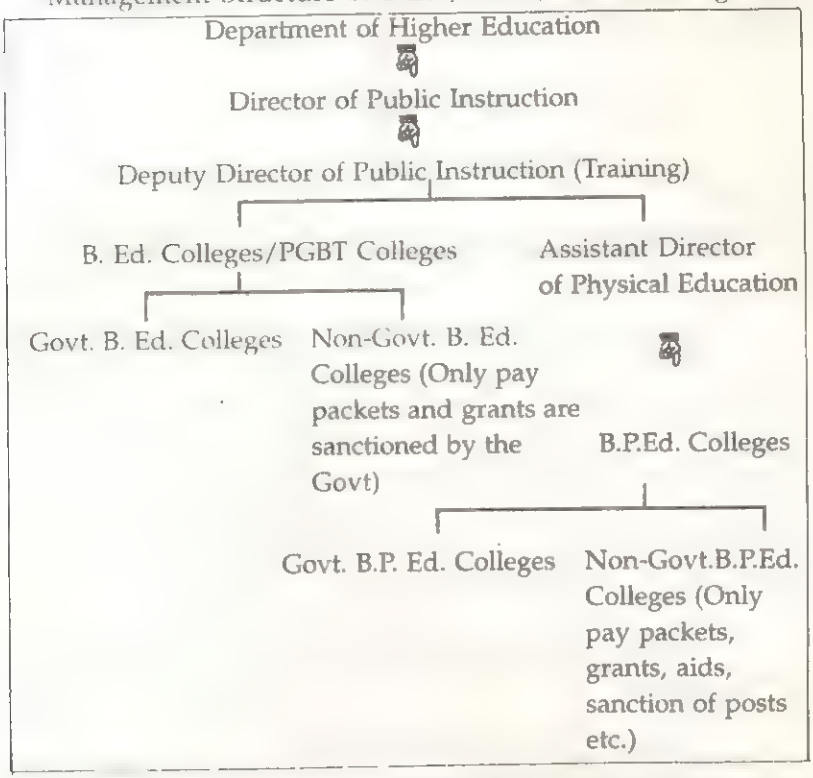
As a rule every college, Government or non-Government, should have its own Governing Body, though the governing bodies in non-Government colleges play important roles. Recruitment of the Principals and teachers of Government colleges is done through the Public Service Commission by the Government whereas the Principals and teachers of non-Government colleges are recruited by their governing bodies through the State College Service Commission. The University B.Ed. departments recruit their teaching staff through normal University procedures. Seven out of eight Universities in the State have got their own departments or colleges for teacher education. All, except Visva Bharati, have their affiliated colleges/ departments of general colleges.

So far as the management of the academic part is concerned, the crucial role is played by the Universities. They prepare, change or revise the syllabus, conduct examinations and issue the degrees. The Universities enjoy full autonomy in this respect and the Government has no say at all in all these matters.

Of the nine B. P. Ed. colleges, five are directly under the Higher Education Department of the Government of West Bengal and the rest are run by private bodies as non-Government colleges or by the Universities as their departments. The

organogram below shows the management of the B. Ed. and B. P. Ed colleges.

Management Structure of B.Ed./PGBT/B.P.Ed. Colleges



The District Magistrate/SDO is often included in the governing body. The overall management lies with the State Higher Education Department at the State level.

One of the unique features of teacher education in West Bengal is that all the recognised teacher training institutions offering certificate, diploma or degree courses are academically affiliated either to the School Education or Higher Education Directorate or the Universities and are administratively under Government control in some way or the other. So commercialisation of teacher education, with Government or University recognition, is not possible in the State.

❑

Chapter 3

Profile of Teacher Education Institutions

The eight Universities of the State with their post-graduate departments and an erudite army of teacher educators, located in eight regions, cater to the needs of teacher education in the State. Besides their own departments for teacher education, they have got their affiliated colleges pursuing the curriculum and syllabus for teacher education prepared by them. The distribution of the affiliated colleges imparting degree in teacher education among different districts in the State is shown in Table 3.1.

TABLE 3.1
District-wise Distribution of B.Ed. and B.P.Ed. colleges

S. No.	Districts	B. Ed. colleges	B.P.Ed. colleges
1.	Calcutta (Corporation Areas)	12	2
2.	South 24 Parganas	1	—
3.	North 24 Parganas (with PGBT)	6	1
4.	Howrah	3	—
5.	Nadia	2	1
6.	Hooghly	3	1
7.	Burdwan	4	—
8.	Bankura	1	1
9.	Birbhum	1	—
10.	Purulia	1	—
11.	Midnapore	6	1
12.	Murshidabad	1	1
13.	North Dinajpore	1	—
14.	SouthDinajpore	—	—
15.	Cooch Behar	1	1
16.	Malda	1	—
17.	Darjeeling	2	—
18.	Jalpaiguri	1	—
	Total	47	9

At the primary level the PTTIs alongwith the upcoming DIETs (particularly the 4 in the DPEP districts) scattered throughout the districts prepare teachers for primary classes. Table 3.2 shows the district-wise distribution of the PTTIs.

TABLE 3.2

District-wise Distribution of PTTIs

S. No.	Districts	PTTIs
1.	Calcutta (Corporation Areas)	7
2.	South 24 Parganas	4
3.	North 24 Parganas	4
4.	Howrah	3
5	Nadia	5
6.	Hooghly	4
7.	Burdwan	5
8.	Bankura	2*
9.	Birbhum	3
10.	Purulia	1
11.	Midnapore	4
12.	Murshidabad	2
13.	North Dinajpore	2
14.	SouthDinajpore	1
15.	Cooch Behar	2
16.	Malda	1
17.	Darjeeling	2
18.	Jalpaiguri	2
	Total	**54**

* Saranga Government sponsored PTTI at Saranga, Bankura has just started working.

The SCERT, West Bengal acts as the apex resource institution for all these PTTIs. The DIETs are still in the process of formation in the State. The Directorate of School Education prepared the new syllabus for the PTTIs in close collaboration

with the SCERT. The SCERT conducts from time to time orientation courses for teacher educators of the PTTIs.

The Regional Institute of Education, Bhubaneswar and the NCERT often take up short-term orientation courses for teacher educators of all levels in the State.

Pre-primary Teacher Education

There are at present two recognised pre-primary teachers' training institutes offering a two year certificate course, though there exists no significant network of pre-primary schools as such, except a few, negligible in number, scattered here and there throughout the State, not within the reckonable jurisdiction of the State Government. English medium schools and some other private organisations/individuals run such pre-school courses at their own initiative and to cater to the needs of such pre-school teaching-learning process, some individuals/private organizations have introduced Montessori/Kindergarten training courses for teachers though without any knowledge or recognition of the State Government. Their number is negligible. Trainees at PTTIs take pre-primary education as one of their elective (compulsory) subjects.

Other Sectors

Teachers/Instructors of non-formal education or alternative schooling system or adult education are trained, as and when necessary, on short-term basis through SCERT or NGOs

There is one Technical Teachers' Training Institute at Salt Lake City in the State. One Institute of English in Calcutta offers Diploma course in English language teaching for teachers of secondary schools. It is a Government sponsored institute under the financial and administrative control of the Education Directorate.

Library West Bengal

Primary and Secondary Teacher Education

The network of teacher education for the primary and secondary teachers comprises 54 PTTIs, 47 B.Ed Colleges/ Departments of Colleges or Universities and 9 B.P. Ed. Colleges. So far as the management structure is concerned, these institutions may be divided into three categories :

1. **Government institutions;**
2. **Government sponsored institutions; and**
3. **Privately run institutions aided by the Government.**

Academic control of the PTTIs lies with the School Education Directorate and the SCERT, West Bengal and that of the B.Ed. colleges with the Universities to which they are affiliated.

The profile of Primary and Secondary Teacher Education Institutions in the State with special reference to physical infrastructure, staffing, admission criteria, fees charged, curriculum etc. is as follows.

1. Physical Infrastructure

(i) PTTIs : The PTTIs have their own pucca buildings with at least 2 to 5 rooms on an average for holding classes besides one office room and one staff room. Separate library exists for almost all the institutions except a few which have stocks of books maintained but no separate library or librarian as such. At least half of the institutions have got their own laboratories. Most of the institutions have ordinary teaching aids like blackboards, globes, maps, charts etc. Only a few have modern audio-visual gadgets. Sanitary facilities and arrangements, though not always well maintained, are available in every institution. Majority of the institutions have their own playgrounds, though materials for games and sports are not amply available. Telephone facilities are not available with 35 institutions, though majority have electricity supply connections. Almost all these institutions are residential in nature.

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(ii) B. Ed. Colleges : The B.Ed. colleges have their own pucca buildings and those that work as departments of general colleges are usually housed in the same general college building. The number of classrooms varies on an average between 2 to 10 rooms. The institutions have their own office rooms and staff rooms, though B.Ed. Departments of some general colleges share in common the office room and the staff room. Students' common rooms are also available. Those imparting training in science subjects have their well-equipped laboratories. All the institutions except one have their own libraries rich with books on education, psychology, psychometry, statistics and other allied subjects. Spacious library rooms of Government B.Ed. colleges particularly that of the David Hare Training College with its rich collection of books deserve special mention. Use of teaching aids such as blackboards, globes, maps, charts and other audio-visual aids is quite common in almost all these institutions. Audio or audio-visual aids are not available for use in about 7 or 8 institutions. Skilled hands to handle them are not commonly available. Playground, materials for games and sports, electricity and telephone facilities are more or less available to satisfy the needs of the institutions. Out of the 39 B.Ed colleges visited by the investigators, 15 each have hostel accommodation for male and female students respectively.

(iii) B.P.Ed. Colleges : All the B.P. Ed. colleges have their own buildings except one which is attached to a B.Ed. college. Most of the B.P. Ed. colleges are newly established institutions and are in the process of further expansion. Spacious classrooms, staff rooms and office rooms adorn these institutions. Modern laboratories, well equipped gymnasiums and libraries rich with books on Physical Education have given added prestige to these institutions. Modern teaching equipments are also available. As big playgrounds and materials for games and sports are essential for these institutions, they have been carefully provided. Most of the institutions are residential in nature. However, special provision of accommodation for girls has been made in 4 institutions.

2. Staffing

(i) PTTIs : Staff pattern for the PTTIs is determined as to cater to the needs of various branches for a full-fledged training course. Besides one Principal and teacher educators known as lecturers for various method subjects, instructors for Physical Education, Games and Sports and teachers of Music and Art and Craft, there is non-teaching office staff as well. On an average, each institute has as many as six to seven teaching and five to six non-teaching staff members. The number of teaching posts depends on the total intake capacity of the institute. The investigators visited 50 PTTIs which had 340 Government approved teaching posts and 321 non-teaching posts in all. Essential qualifications for lecturers in the PTTIs are Second Class Master's Degree with Honours at the graduation level and B.T./B.Ed./PGBT or its equivalent and those for Music teacher are Higher Secondary with B.Muse Degree. Essential qualifications for Art and Craft Teacher are (i) a pass in Madhyamik; and (ii) a Degree in Bachelor of Visual Art and Crafts / 5 year Diploma in Art and Crafts. Many of the approved posts are lying vacant and are expected to be filled up soon. For Government and Government sponsored institutions, teacher educators are recruited by the Directorate of School Education.

(ii) B.Ed. and B.P.Ed. Colleges : Staff pattern in B.Ed. and B.P.Ed. colleges or departments depends on the needs for teaching various subjects and also on the roll strength or intake capacity of the institution. In a bid to maintain high standards of teaching-learning and practical training, well-qualified teacher educators are recruited through P.S.C. in the case of Government institutions, through C.S.C. in the case of non-Government institutions and through selection committees formed by the Universities in the case of University departments or University colleges. In all these cases, however, the U.G.C. eligibility criteria are strictly adhered to for accepting applications for the purpose of recruitment. Qualifying in the NET or SLET examination is a pre-requisite.

3. Admission Criteria

(i) PTTIs : The basic minimum criterion for admission as a trainee to a PTTI is a pass in Madhyamik for a fresher and, in addition, being an in-service teacher with permanent status for deputed candidates. Freshers are admitted strictly on the basis of merit and performance in the admission test administered generally in the form of interview. The quota for deputed candidates often remains under-utilized for various reasons, the most important being lack of initiative. Achievements in games and sports at District and State levels and participation in different training courses are also taken into consideration for fresh candidates.

(ii) B.Ed. Colleges: (a) The basic minimum qualification for admission is just a Bachelor's degree in any branch of general education. But admission is made strictly on the basis of performance in merit-cum-admission test as spelt out by Govt. order No. 158-Edn. (CS)/14A-4/81/dated 12.02.90 (Appendix IV). The basic objective of the G.O. is to maintain high standard of teacher education in the State, as only quality manpower can bring about quality education in the State.

(b) Age limit prescribed by different Universities varies within a range of 30 to 35 years for freshers and 40 to 45 for deputed candidates. It is relaxable for SC/ST candidates. Special permission is required for age condonement from the DPI, West Bengal beyond 35 years of age for general and 40 to 45 years for SC/ST candidates.

(c) Deputed candidates, in addition, must be Secondary or Higher Secondary level teachers with permanent status.

(iii) B.P. Ed. Colleges : (a) The basic minimum qualification for admission to any of the 9 colleges/University departments of Physical Education is a Bachelor's degree in any faculty of a

recognised university. Admission is, however, made strictly on the basis of merit-cum-performance in the admission test administered mostly in the form of interview and practical test in sports events. A candidate's achievements in games and sports at the State and District levels only and also his/her participation in different training courses such as NCC etc. are also taken into consideration.

(b) The upper age limit for most of the institutions is 30 years while the lower limit is 21 years. For the deputed candidates, the upper age limit often seems to vary within the range of 35 to 40 years.

(c) Deputed candidates must be in-service teachers.

4. Fees Charged and Stipends Awarded

(i) PTTIs: (a) Government and Government sponsored institutions charge no fee from any candidate. Other private (Govt aided) institutions charge fees on various heads of accounts of which the common ones are as shown in Table 3.3 and Figure 3.1.

TABLE 3.3

Schedule of Fees in Non-Government PTTIs

Particulars	Rs.
(i) Session fee	40.00
(ii) Library fee	50.00
(iii) Security deposit	100.00
(iv) Development fee	200.00
(v) Game fee	50.00
(vi) Examination fee	50.00
(vii) Miscellaneous	60.00

Fee Structure : PTTIs (Govt. Aided)

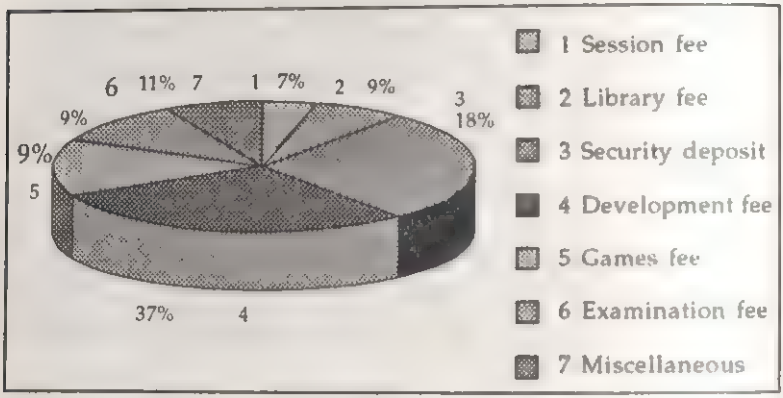

Figure 3.1

Admission and tuition fees per month are also charged by many institutions. On an average the total fee to be paid by a student per annum comes out to be about Rs. 600/-. In terms of percentage, development fees, however, seem to dominate the total fee structure.

(b) Stipends @ Rs. 40/- per hostel boarder per month for 10 month and Rs. 30 per month per day scholar (higher amount in case of SC/ST candidates) are paid by the Government.

(c) Examination and other fees, as prescribed by the Government (Directorate of School Education), are to be paid separately by the students.

(ii) B.Ed. Colleges :

(a) The Government and Government sponsored institutions charge no fee from the trainees. But non-Government Colleges/Departments/University Departments charge usual fees on various heads of accounts some of which are common to all as shown in Table 3.4 and Figure 3.2. Tution fee, however, appears to be the minimum possible and many institutions (for example, A.C. Training College, Jalpaiguri) do not charge tuition

fee at all. The amounts charged for various heads also vary among institutions. Percentage share of annual tuition and development fees seem to dominate the entire fee structure.

TABLE 3.4

Schedule of Fees for B.Ed. Colleges(Non-Govt.)

	Particulars	Rs.
1.	Admission fee	50.00
2.	Tuition fee (yearly)	250.00
3.	Session charges	100.00
4.	Development fee	200.00
5.	Library fee	15.00
6.	Practice Teaching fee	25.00
7.	Science caution deposit	40.00
8.	Laboratory practical fee	50.00
9.	Magazine fee	40.00
10.	Games fee	50.00
11.	Electricity charges	30.00

Fee Structure in B.Ed. Colleges/Departments (Non-Govt.)

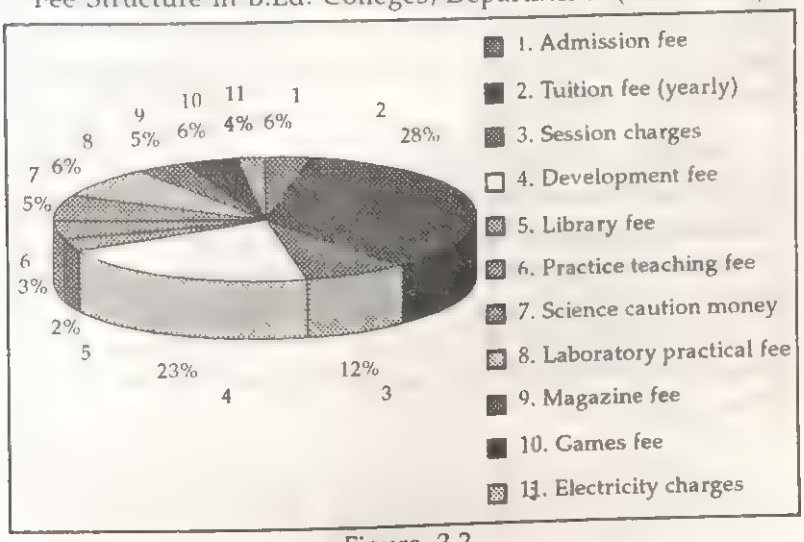

Figure 3.2

Major portion of the total of fees is payable once in the academic session and is charged at the time of admission. On an average, a sum of Rs. 850/- comes out to be payable by a student for the entire course. Some institutions allow payment of fees by instalments. Hostel charges, where such accommodation is available, are separate.

(b) A student receives stipend @ Rs. 75/- per month for 10 months.

(c) Teachers including the Principal and the non-teaching staff members get their salaries directly from the "Pay Packet Section" of the Education Directorate (Higher) of the Government of West Bengal.

(d) University Examination fees and other charges, as prescribed by the Universities from time to time, are to be paid separately.

(iii) B.P. Ed. Colleges :

Fees charged by the non-Govt. colleges or University departments are a bit higher than those charged by B. Ed. colleges/departments, though the Admission and monthly Tuition fees vary within the range of Rs. 30 to Rs. 50/- from institution to institution.

Most of the fees are payable once in an academic session. In most of these institutions, stay in the hostel attached to the institution is compulsory. Charges for hostel accommodation are to be paid separately. In a non-Govt private institution, fee to be paid by a student on an average per year turns out to be Rs. 1000/- only. Annual Tuition and Development fees as percentage of total seem to dominate here also as shown in Table 3.5 and Figure 3.3.

Government and Government sponsored institutions do not charge any fee at all. Stipend @ Rs. 75/- per month is paid to each student for a period of 10 months.

TABLE 3.5

Schedule of Fees for B.P.Ed Colleges (Non-Govt.)

Particulars	Rs.
Admission Fee	30.00
Tuition Fee	400.00
Registration/Migration Fee	35.00
Examination Fee	30.00
Library Caution Money	100.00
Session Charge	40.00
Development Fee	300.00
Library Fee	35.00
Academic Fee	15.00

Fee Structure : B.P. Ed. Colleges (Non-Govt.)

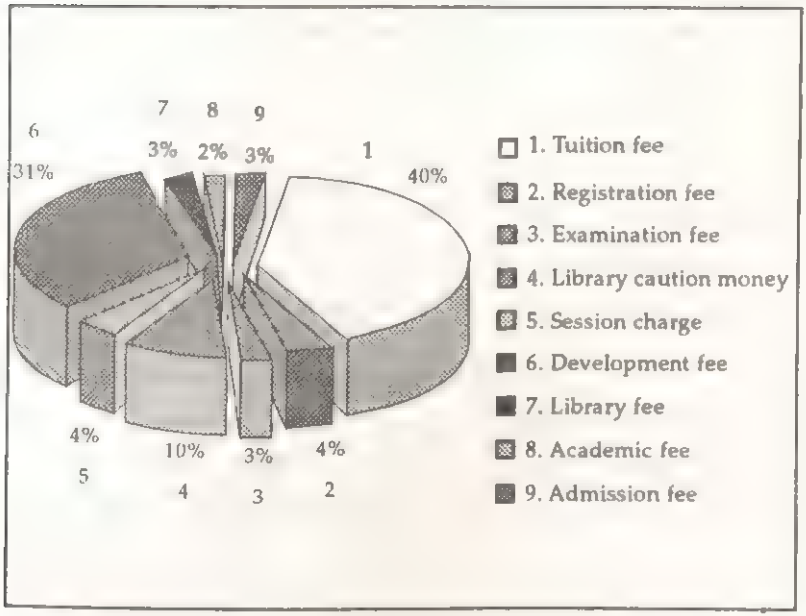

Figure 3.3

5. Curriculum Framework

The most important part of teacher education is the curriculum framework and curriculum transaction. The curriculum or the syllabus for each subject is prepared by the highest academic bodies, the Universities. All the eight Universities in the State, including the Central University namely, Visva Bharati, have their own departments besides the affiliated colleges that follow the syllabus of the respective University. The Visva Bharati has, however, no affiliated college.

Curriculum Framework : PTTI :

An analysis of the curriculum framework of the PTTIs suggests that all the essential ingredients that should be in a teacher's grasp for efficient transaction of the new Primary Education Syllabus of 1981 have been incorporated into the curriculum for the primary teacher training course. The basic sectors and papers under each sector alongwith the breakdown of marks for each paper is shown in Table 3.6.

TABLE 3.6
Scheme of Studies for PTTIs

	Full Marks	
A. Theoretical Papers (Subjects) :		
Compulsory Papers		
1 Modern Trends and Problems of Primary Education	50	
2. Child Psychology and Child Study	50	
3 School Organisation, Administration, General Methodology and Evaluation	50	
		150
Methods of Teaching		
1 Mother Language	100	
2. Arithmetic	100	
3. Environmental Studies		
History	50	
Geography	50	
Natural Science	50	
		350
B. Practical Papers :		
1. Practical Teaching	300	
2. Health and Physical Exercises	50	
3. Creative work	50	
4. Productive work	50	
5. Work relating to Direct Experience	100	
		550
C. Compulsory Optional Paper (Any One)		
1. Pre-Primary Education	50	
2. Special Music	50	
3. Evaluation in Primary Education	50	
4. Mass Education	50	
5. Special Fine Arts	50	
		50
Total Marks :		**1100**

Curriculum Framework : B.Ed. Course :

The curriculum framework for the B.Ed. degree does not vary widely among the Universities. Table 3.7 shows the subjectwise breakup of the curriculum and total marks allotted to each subject/paper.

TABLE 3.7

Scheme of Studies for B.Ed

Paper	Name of the Subject	Marks
I	Principles of Education	100
II	Educational Psychology	100
III	Education in India with special reference to current problems	100
IV	School Organisation and Modern School Practices	100
V & VI	Content and Methods of Teaching (Any two) (i) Bengali (ii) English (iii) Hindi (iv) Sanskrit (v) History (vi) Geography (vii) Civics and Economics (viii) Logic (ix) Psychology (x) Mathematics (xi) Physical Science (xii) Life Science (xiii) Work Education (xiv) Physical Education (xv) Book-keeping, Accounts and Commercial Mathematics.	200
VII	Compulsory Elective Paper	100
VIII & IX	Teaching Practice including laboratory practical for students having laboratory based subjects.	200
X	Practical Assignments	30
	Co-curricular Activities	20
	Internal Assessment	50
	Total	**1000**

6. Examining Body

i. PTTIs : The Directorate of School Education is the examining body for the Certificate Course in Primary Teachers' Training conducted by the PTTIs.

ii PGBT Diploma(one year) Examination is also conducted by this Directorate.

iii. B.Ed. and B.P.Ed. Examinations are conducted by the respective Universities.

Past Results :

TABLE 3.8

Examination Results of 50 PTTIs (1993-1995)

Year	Number of Students		Division obtained	
	Appeared	Passed	1st Class	2nd Class
1993	2605	2341	1472	792
1994	2365	2153	1536	601
1995	2256	2050	1697	397

TABLE 3.9

Examination Results of 39 B.Ed. Colleges (1993-1995)

Year	Number of Students		Division obtained	
	Appeared	Passed	1st Class	2nd Class
1993	6218	5346	1484	3810
1994	6354	5369	1838	3344
1995	6955	5960	2130	3963

TABLE 3.10

Examination of 9 B.P.Ed. Colleges (1993-1995)

Year	Number of Students		Division obtained	
	Appeared	Passed	1st Class	2nd Class
1993	212	209	73	135
1994	217	209	77	126
1995	280	275	113	169

7. General Reputation

Notably, the general reputation of all the institutions namely PTTIs, B.Ed. Colleges or B.P.Ed. Colleges is not uniform PTTIs, having hostel accommodation and more infrastructutal facilities and strictly following discipline and day to day programmes, have become more popular and face rush for admission.

The final examination results too are better in the case of PTTIs. Such institutions are found both in Government as well as private sectors.

In the case of B.Ed. Colleges/Departments, general reputation is possibly greater for the Government run colleges of which David Hare Training College, Calcutta, tops the list Similar is the case with the Institute of Education for Women, Hastings House, Calcutta. The B.Ed. Colleges/Departments of some general colleges run by the Missionaries or by the Ramakrishna Mission are also well reputed University departments, particularly the one in the Jadavpur University, too deserve special mention.

Chapter 4

Manpower Planning and Teacher Education

"Education develops manpower for different levels of the economy. It is also a substratum on which research and development flourish, being the ultimate guarantee of national self reliance."[6]

Development of manpower in a planned manner actually requires :

(i) Schools or Institutions;
(ii) Children on roll in all types of schools; and
(iii) Teachers, the makers of human beings with true humane qualities.

The growth of schools in the State is as shown in Table 4.1 and Figure 4.1.

TABLE 4.1

Growth of Schools (1978-93)

Level	1978	1986	1993
Primary	42659	48456	51021
Upper Primary	3082	3127	2976
Secondary	3732	4483	4692
Total	**49473**	**56066**	**58689**

• **Sources :** West Bengal Education Commission (August, 1992), Report, Sixth All India Educational Survey (NCERT) and the Directorate of School Education Publication.

6. National Policy on Education, 1986

Growth of Schools
(Institutions for basic manpower planning)

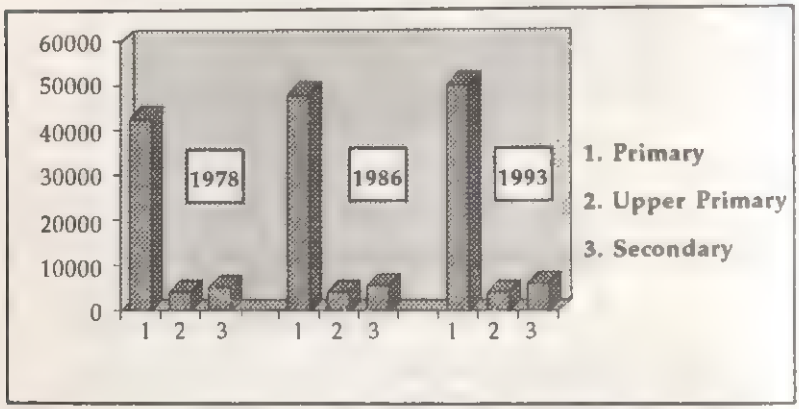

Figure 4.1

Table 4.2 and Figure 4.2 show the total number of teachers in position in different years.

TABLE 4.2
Number of Teachers (1978-93)

	1978	1986	1993 *
Primary	1,58,343	1,67,630	1,60,497
Upper Primary	36,282	44,630	19,009
Secondary	32,419	48,550	71,017
Total	**2,27,044**	**2,60,810**	**2,50,523**

* Employment interrupted by legal complications for a few years. The figure rose to 2,88,537 by March 1996 (including teachers of Higher Secondary)

• **Sources :** West Bengal Education Commission (August 1992) Report, Sixth All India Educational Survey(NCERT); and the Directorate of School Education Publication.

Number of teachers

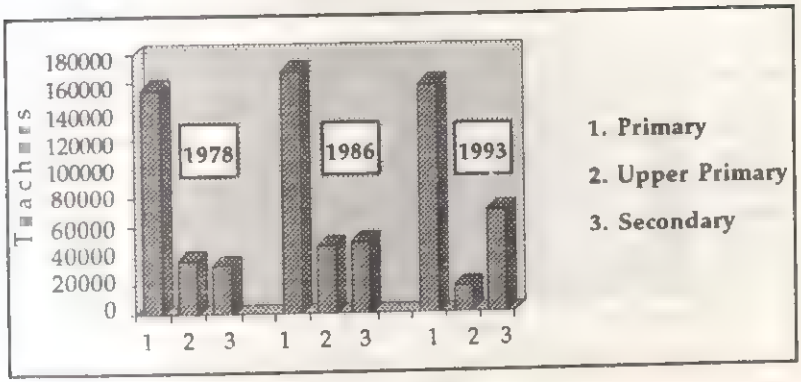

Figure 4.2

Table 4.3 give and Figure 4.3 show the total number of students on the roll at different levels of schooling.

TABLE 4.3

Number of Students on Roll (1978-93)

	1978	1986	1993
Primary	57,77,591	68,83,911	85,06,190
Upper Primary	11,96,719	18,49,564	23,25,504
Secondary	4,54,992	7,40,679	9,29,087
Total	**74,29,302**	**94,74,154**	**117,60,781**

- **Sources :** West Bengal Education Commission (August, 1992) Report; Sixth All India Educational Survey (NCERT); and The Directorate of School Education Publication.

Number of Students on Roll

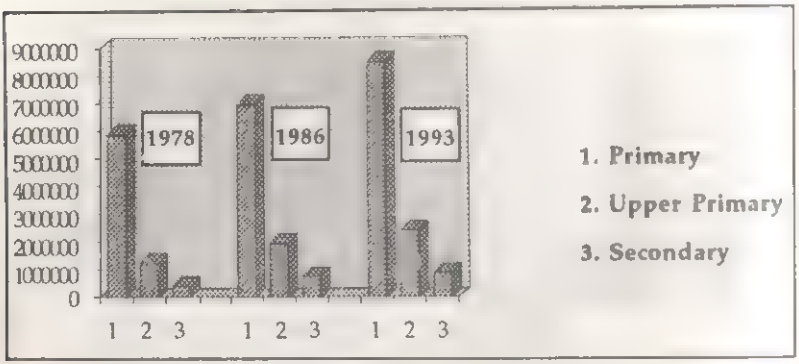

Figure 4.3

Manpower Planning for Teacher Education

Any planning calls for three distinct exercises:

(i) Setting the targets;

(ii) Hitting upon proper strategy to reach the targets and its implementation; and

(iii) Appraisal of achievements.

In manpower planning for teacher education, the following aspects are note-worthy :

Targets : Requirement of Teachers : Projections

It may be seen from the given data of enrolment figures for students at the primary level that steep rise in the enrolment shows a clear upward trend. The data when plotted on a graph would show a straight line trend.

TABLE 4.4

Enrolment in Primary Schools

(1989 - 1993)

Year	Enrolment Classes 1 to V
1989	68,15,419
1990	71,75,704
1991	77,88,811
1992	81,44,869
1993	85,06,190

• Source : DSE Publication.

If we fit a straight line trend of the form,

$$Yt = a+bt$$

where ' t ' indicates the years and

Yt, the enrolment, we get the trend equation :

$$Yt = 7686213.6 + 435051.7t$$

We can now get the future projections of enrolment for the years from 1998 to 2007.

TABLE 4.5

Future Projections of Enrolment at Primary Level

Year	Future Projection
1998	1,07,31,575
1999	1,11,66,627
2000	1,16,01,678
2001	1,20,36,730
2002	1,24,71,782
2003	1,29,06,834
2004	1,33,41,885
2005	1,37,76,937
2006	1,42,11,989
2007	1,46,47,040

Data plotted on a graph is shown in Figure 4.4
Upward Trend in Primary Enrolment

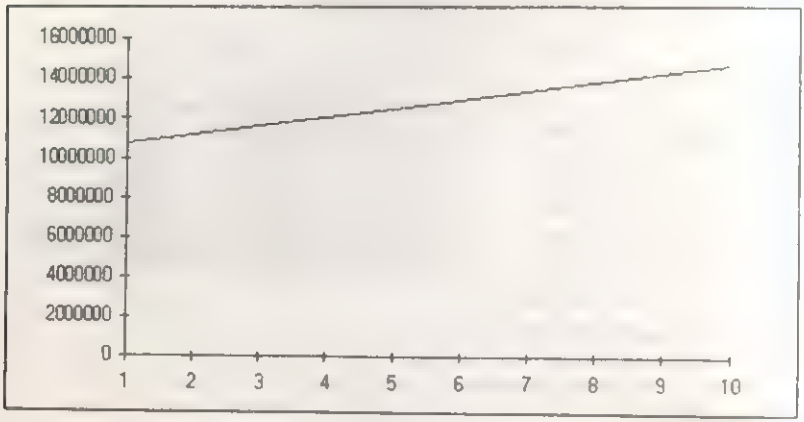

Figure 4.4

Taking that the present official teacher student ratio (1:40) shall continue to remain the same during the forthcoming decade, we can calculate our requirement of teachers in the coming years. Table 4.6 shows the estimated requirement of teachers at the primary level.

TABLE 4.6
Estimated Teacher Requirement at Primary Level

Year	Enrolment Classes 1 to V	No. of primary teachers required * (approx.)
1998	1,07,31,575	2,68,289
1999	1,11,66,627	2,79,166
2000	1,16,01,678	2,90,041
2001	1,20,36,730	3,00,918
2002	1,24,71,782	3,11,795
2003	1,29,06,834	3,22,671
2004	1,33,41,885	3,33,547
2005	1,37,76,937	3,44,423
2006	1,42,11,989	3,55,299
2007	1,46,47,040	3,66,176

* Additional requirement arising out of annual attrition of existing stock of teachers should also be taken into consideration.

It is clear from the trend equation Yt = 7686213.6+435051.7t that average annual addition to the enrolment is 4,35,052 students It requires nearly 10,876 additional teachers every year.

Future projections, as calculated by the well-known method of least squares, may, as a matter of fact, be more if we take into consideration the impact of Total Literacy Campaign (TLC) and Post Literacy Campaign. With the successful completion of the TLC in most of the districts, the State of West Bengal has by now achieved a literacy rate of 70 %. But the basic impact of TLC, as revealed by several surveys/studies conducted by several reputed non-Government institutions, has shown tremendous increase in the awareness of the people, particularly those in the educationally backward areas and communities about the necessity to send their children to schools. The tremendous influx of students in the formal system of primary education consequent upon this increase in awareness is being clearly detected as will be clear from the graph at Figure 4.5, reproduced from a publication of the WBBPE.

Trend of Annual Growth in Class I Enrolment

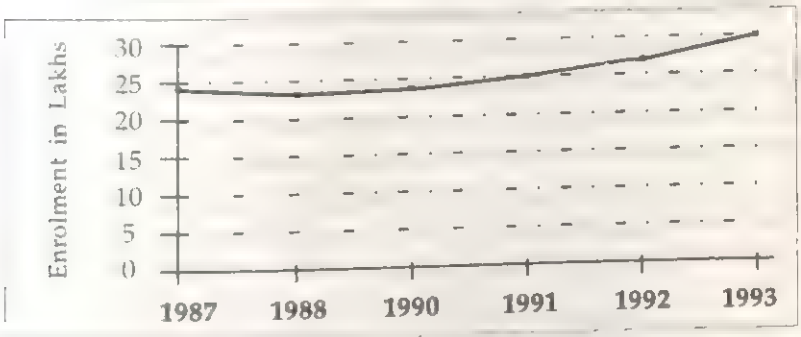

Figure 4.5

- Source : West Bengal Board of Primary Education.

To this, we must also add the impact of such incentive schemes as mid-day meals, giving rice in kind for attending the schools, school dresses etc. as have been introduced by the State Government. For

example, South Dinajpur district situated in the remote northern side of West Bengal had enrolment of 93,833 students at primary level in the year 1993 and 1,74,192 in 1996. The District Education Officials attribute this sudden spurt in enrolment to the above mentioned factors, particularly, the impact of TLC.

According to an estimation, to cater to the need for primary education for all children within the age group of 5 to 9 years during the 9th Five-Year Plan period about 7,240 primary schools with at least 4 teachers each will have to be established. This implies that nearly 28,960 teachers will have to be appointed during this period, giving an average of about 5,790 teachers per year. These estimates appear to be on the much lower side as compared to the estimated requirement of 11,000 additional primary teachers each year as found out by the method of mathematical curves.

With the growth of participation rate at the upper primary and secondary/higher secondary stages, there is bound to be spurt in need for supply of teachers for these classes also.

Strategy

From the above analysis, the targets/demands of manpower planning for teacher education are clear. We can now think of hitting upon proper strategy to reach the targets and to meet the demand. A three-pronged strategy may be implemented:

i. Full utilisation of the existing capacity of the PTTIs. Quota system may be changed in favour of the freshers for this purpose.

ii. Infrastructural facilities, particularly those of the B.Ed. Colleges should be extended. More DIETs should be set up immediately.

iii. The SCERT, West Bengal, the IASE and the WBBPE may introduce short-term/open learning/evening courses, or even through tele-conference/use of other electronic media.

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Chapter 5

Teacher Educators and Institutional Academic Support

1. Introduction

Teaching is a profession. The basic role of the teacher educators is to promote professionalism among teachers. Professionalism, together with competence, can bring about the desired result. But competence depends, inter alia, upon several psychological factors, of which motivation and attitude towards the profession are quite important. Besides imbibing professional techniques, teacher educators must also try to arouse in them motivational forces. The age-old "chalk and talk" method is gradually yielding place to child-centred and activity based method. The competencies to be mastered by all the students in a class or at a particular level are well defined. The teacher now gets a clear idea of the objectives to be attained, though the Minimum Levels of Learning may sometimes appear to someone as confusing. As the variables upon which the entire process of teaching-learning depend widely differ from school to school, from region to region, the variation in MLLs is inevitable. Attainment of well defined competencies by the pupils at the mastery level gives a more concrete idea to a teacher. These competencies are the elements of power. Education, as a matter of fact, increases the power of a learner. A true teacher educator should inculcate this idea in the teacher. Education should be looked upon as a process of human empowerment for achieving better and higher quality of life.

Keeping this view in mind, teacher educators must develop the following competencies among the trainees:

1. Conceptual competency for universalisation through individualisation of improved and much better quality of primary education;
2. Content competency;
3. Transactional competency;
4. Evaluation competency- evaluation in a continuous and comprehensive manner;
5. Management competency - such as management of multigrade teaching, teaching-learning in a large class, classroom management, management of group learning or group discussions etc.; and
6. Competency for developing a healthy relationship between the school and the community such as how to come closer to the community, identifying the areas of inter-relationship between the school and the community.

Several surveys/studies have shown that teachers in service express their views in different languages in favour of attainment of these competencies by them.

2. Present Status

Teacher educators are those who impart training in teacher training institutions. There are three types of teacher educators in the State:

1. Teacher educators at the PTTIs :

Eligibility criteria for primary teacher educators are: (i) A good Master's Degree in faculty related to school curriculum/ school teaching with a regular Honour's degree at the graduation level; and (ii) B.Ed degree or P.G.B.T. diploma or any other degree or diploma equivalent to these. For Art and Crafts as well as Music teacher in every PTTI, eligibility criteria are: (i) Higher Secondary/Graduate; and (ii) Diploma in Art and Crafts or in Music as the case may be. The trainees on completion of

the course obtain a certificate in Primary Teacher Training. Teacher educators are recruited by the Directorate of School Education.

2. Teacher educators in B.Ed./P.G.B.T. Colleges/Departments of colleges or Universities:

A pre-requisite for teacher educators in B.Ed colleges or departments of general colleges is to qualify in the National Eligibility Test (NET) held at the national level or in the State Level Eligibility Test (SLET) held at the State level by the State College Service Commission. Eligibility criteria for appearing at these tests are U.G.C. norms which prescribe, among other conditions, a Master's degree in any faculty related to school curriculum or required for school level teaching with a regular Honour's Degree at the graduation level with certain percentage of marks at each level besides a B.T. or B.Ed degree. Interviews are also conducted by the CSC. For teacher educators in Government Colleges, besides clearance in NET or SLET, a higher percentage of marks is sought both at the Honour's and Master's degree levels. The State Public Service Commission conducts the interviews. The University Departments follow their own recruitment rules.

Teacher educators of the B.Ed. colleges or departments of general colleges or Universities also produce teacher educators for the future. A trainee in a B.Ed. college or in the B.Ed. department of a general college or of any University after obtaining a degree becomes eligible for the post of a teacher educator in a PTTI or B.Ed. college after obtaining a Master's degree as noted above. Basic competencies in teacher training are, therefore, imparted by all the 47 teacher training institutions with their intake capacity of 7,600 trainees (both freshers and in-service) per annum.

3. Teacher Educators in the B.P.Ed. Colleges :

The basic minimum eligibility criteria for teacher educators in these institutions are Bachelor or Master's degree

with M.P.Ed. Here again, the institutions imparting training for M.P.Ed. degree also train teacher educators for B.P.Ed. Colleges.

Future Requirements

As to the future requirements of teacher educators, two points should be borne in mind:

1. The Report[7] indicates that as many as 84 posts of teacher educators in the 50 PTTIs are lying vacant. Similarly, 113 posts of teacher educators in the 39 B.Ed colleges/departments of general colleges and Universities and eight posts of teacher educators in the B.P.Ed. colleges are lying vacant at the present moment. These should be filled up as soon as possible and arrangement should be made to fill up the posts that fall vacant owing to death, retirement or change of service or resignation. Annual requirement for filling up such vacancies must be carefully calculated and taken into consideration. Annual attrition rate of existing stock of teachers is 2% as assumed by the Indian Institute of Applied Manpower Research.

2. With the phenomenal increase in enrolment both at the primary and at the upper primary/secondary levels, the requirements for teachers will increase at least by a multiple of the existing number. At the primary level, the annual requirement for teachers will be roughly speaking 11,000. A three-pronged strategy may be adopted to meet the additional requirement of teacher educators. Full utilization of the existing capacity should, however, get top priority.

There is no separate set-up for the training of teacher educators in the State. The 47 B.Ed. colleges/departments of general colleges or Universities with an intake capacity of 7,600 trainees often admit more, with special permission, and produce trained personnel (freshers and in-service teachers), some of whom, fulfilling the eligibility criteria, may join as teacher

7. Annual Report (1996) of the Higher Education Department of the Govt. of West Bengal

educators. On this consideration, supply side seems to be quite adequate to match the increasing demand for teacher educators. Annual requirement for filling up vacancies arising out of death, retirement or change of service/resignation, 2% attrition rate etc. is also not quite significant. So, dearth of qualified teacher educators in the State is but a remote possibility.

Professional Growth of Teacher Educators

There is no separate set up for training of teacher educators in the State. Post-graduate departments of some Universities conduct M.A. (Education) and M.Ed. Courses. Teacher educators may, if they so desire, undertake such courses. The recently established IASE is expected to go a long way in promoting professional growth. The SCERT, West Bengal and WBBPE sometimes conduct short-term training/orientation/refresher courses for teacher educators. The role of the SCERT, West Bengal in teacher training and promoting professional growth of teacher educators is extremely important.

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Chapter 6

SCERT, West Bengal

Introduction

The State Council of Educational Research and Training, West Bengal is a Post- Graduate Research-cum-Training Institute directly under the control of the Department of School Education, Govt. of West Bengal. In this sense, it is the research and training wing of the Department of School Education and is not an autonomous body, though it enjoys some degree of autonomy through its general Governing Body in formulating its policies and programmes of action.

Historical Evolution

The SCERT, West Bengal evolved through merger of as many as seven institutions/organisations each of which used to work separately and independently with the same objective of qualitative improvement of school education but without proper coordination and cohesion in their respective programmes of work.

These institutions/organisations were :

1. State Institute of Education;
2. Bureau of Educational and Psychological Research;
3. Evening B. Ed. Cell of the Education Directorate;
4. UNICEF-assisted Science Education Programme Section of the Education Directorate ;

5. Evaluation Unit of the Bureau of Educational and Psychological Research;
6. Extension Services Departments attached to three important training colleges under the Government of West Bengal; and
7. Educational Technology Cell of the Education Department.

In a bid to fulfil historical necessity, the Government of West Bengal by virtue of Govt Order No . 712 - Edn (CS) dated May 1980 formed the centralised institution namely SCERT, West Bengal through the merger of the above mentioned institutions/ organisations.

Objectives, Tasks and Responsibilities

1. Objectives :

The State Council of Educational Research and Training , West Bengal, the very name implying the nature of activities to be carried out by it, is a State level counterpart of the National Council of Educational Research and Training . It has been working for the last 17 years or so, mainly in the area of school education for its overall academic improvement. Its basic objective is to bring about qualitative improvement of school education, and in this sense, it symbolizes quest for quality in school education. With this symbol in the forefront, it has been carrying out since its inception various plans, projects, programmes, surveys, studies and activities covering the entire spectrum of school education ranging from planning, research and action programmes to evaluation. Priorities are, however, given, quite in tune with the accepted Central and State Government policies, to such area as (i) Primary Education and (ii) Science Education.

2. Tasks :

The tasks, with which the SCERT, West Bengal has been entrusted cover the entire spectrum of school education. The

specific tasks, as enumerated in the relevant Government Order, which constitutes the legal foundation of the SCERT, West Bengal are given below:

(i) To act as an agent of change in school education and lifelong non-formal education in particular;

(ii) To arrange for the in-service and orientation of supervisory/inspecting officers dealing with pre-school, elementary, secondary and higher secondary education in the State;

(iii) To arrange for the in-service training of teacher educators working at all stages of education from pre-school through higher secondary;

(iv) To provide extension service to teacher training institutions at all levels in the State;

(v) To organise programmes including correspondence-cum-contact courses for the overall progressional development of teachers, teacher educators and supervisory/inspecting officers;

(vi) To co-ordinate the work of Extension Service Centres of the teacher training institutions in the State;

(vii) To produce curricula, instructional materials , text-books etc. for the use of educational institutions and teachers of pre-school, elementary, secondary and higher secondary stages in the State;

(viii) To prescribe curricula and text books for the schools and teacher training institutions at the pre-school and elementary stages;

(ix) To produce instructional materials for the use of teacher educators at the secondary and higher secondary education levels;

(x) To function as a controlling authority essentially in connection with the academic aspects of elementary teacher education;

(xi) To conduct studies and investigations on the various problems of education in general and in the training of teachers and the teaching of the curricula at the levels of pre-school, elementary, secondary and higher secondary education;

(xii) To co-ordinate programmes of different subject teachers' associations in the State; and

(xiii) To undertake specific projects at all levels of education and perform such other functions as may be entrusted to it by the Government from time to time.

The preparaton of text-books at the primary education level and their periodic revisions are carried out by the WBBPE in consultation with the SCERT. The curriculum for Primary Teachers' Training was prepared in consultation with the SCERT. Besides, State Government programmes, plans and proposals, schemes sponsored by central agencies like NCERT, NIEPA, NCTE, MHRD etc. and by international organisations like UNICEF, UNESCO, UNDP etc. are also meticulously carried out by the SCERT, West Bengal.

3. Responsibilities :

Elementary education, formal as well as non-formal, and teacher education, pre-service as well as in-service, for the elementary stage will continue to remain the major responsibility of the SCERT, West Bengal, with the focus of universalisation of elementary education(UEE) being on:

i. Universal access and enrolment;

ii. Universal retention upto the age of 9 years; and

iii. Universal attainment of essential levels of learning.

The basic responsibilities must be confined to the following areas :

a. Curriculum development;

b. Development of instructional materials;

c. Process of learning/curriculum transaction;

d. Teacher training; and

e. Evaluation.

One can think of all these concerns of the SCERT in terms of provision for professional and technical support to the systems of all the stages of school education such as elementary education, secondary education and higher secondary education as also teacher education with differential emphasis on areas of work for each stage. This does not necessarily mean belittling its responsibility in any way in the areas of growing importance such as science education , educational technology, examination reforms, educational and vocational guidance etc.

Mode of Operation

Once the objectives are clear and the tasks ahead ,and responsibilities involved to reach the objective are known, one becomes curious to find out its modes of operation. Successful carrying out its activities, as a matter of fact, depends upon its (i) Organisational Structure, (ii) Personnel, (iii) Physical Infrastructure and finally on (iv) Availability of Funds The SCERT, West Bengal has a Governing Body of its own to guide, formulate its policies and to make periodic review of its activities

1. Organisational Structure

There are a variety of ways in which the SCERT could develop its organisational structure to meaningfully carry out its responsibilities:

(i) The structure may be based on the stages of school education,

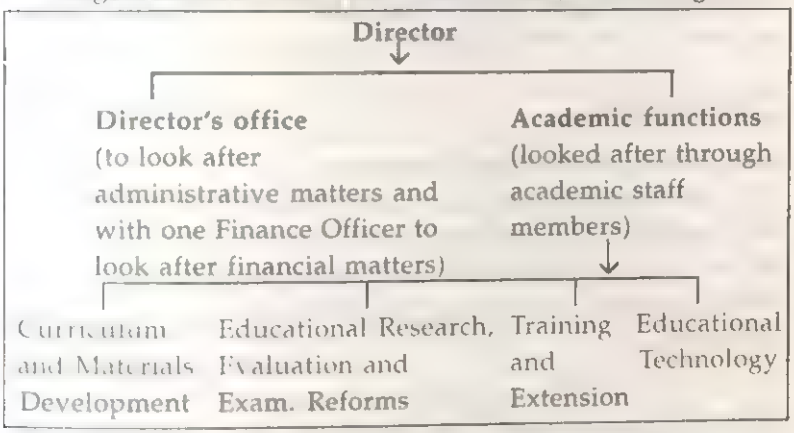
(ii) The structure may be based mainly on curricular areas of school education; and

(iii) A possible model, based mainly on principal functions of the SCERT, could also be considered.

The model that the SCERT, West Bengal has been following since its inception is based on the principal functions that any SCERT should usally cover, which are generally four-fold. The post of a

whole-time Director, at the apex, to look after both the administrative and academic matters has been created. The Director looks after the administration through his/her office and the academic functions are carried out in four distinct categories, as shown in the organogram, through his/her academic staff members.

Organisational Sturcture of the SCERT, West Bengal.



It is clear from the organogram that the existing organisational structure of the SCERT is all-pervasive in nature, covering the entirety of school education, ranging from planning, research action programmes to evaluation.

The legal aspects of the clear-cut division of activities are based on Govt. Order No. 712- Edn (CS) of May, 1980 to be read with Govt Order 556 Edn (P) of July, 1983. Govt. Order No. 7-Edn (PS) dt. 25.02.93 once again upheld the clarity of division and added to the list, the function of extension and dissemination of information. Besides the above mentioned four Divisions, the SCERT, West Bengal runs: (i) one Population Education Cell to disseminate the basic tenets of population education project - an education project for human resource development; (ii) one Teacher Education Cell mainly to look after matters relating to National Council for Teacher Education; and (iii) one Special Orientation Programme for Primary Teachers (SOPT) Cell to orient the primary school teachers with the

competency based teaching learning process. So far, one lakh primary teachers have been trained under this programme. An Action Plan also proposes to set up: (i) one cell for integrated education for disabled children; and (ii) another unit for audio visual aids within the current financial year. To cope with the ever-changing tasks and responsibilities, as mentioned above, the Divisions will be revamped with personnel having necessary expertise in functional/content areas.

2. Personnel

Staff Pattern, Recruitment Rules etc.

Staff management, post creation and recruitment are fully under the control of the State Government. The four Divisions of the SCERT as shown in the organogram have the following staff patterns proposed by the Department of School Education:

Proposed Staff Pattern

Division	Senior Fellows	Research Fellows Grade I and II
1.Curriculum Development	1	10
2.Training and Extension	1	05
3.Research Evaluation and Examination Reforms	1	03
4.Educational Technology	1	02

Besides the divisional academic fellows, a number of posts of Research Assistants are attached to each Division. One whole time Librarian is also now working. So far as the non-academic staff members are concerned, it has one Financial Officer and one Accountant and as many as thirtythree non-academic staff members, though the sanctioned strength is nearly 54. The unit situated at Banipur in the district of North 24-Parganas has as many as three non-academic staff members to run the skeleton office for holding occasional workshops/project works.

Qualifications to be framed by the Department of School Education for the posts of Senior Fellows and Research Fellows Grade I and II are to be strictly adhered to with a view to promoting the quality of academic functions. Emphasis is given on aptitude for research and training with particular preference for persons with experience for working in rural areas. Non-academic staff members, however, are generally qualified as per requirement of the State Government Civil Services Recruitment Rules for administration and clerkship.

Recruitment is done through the State Public Service Commission in the usual manner through open market advertisement. However, to meet the emergency shortage of staff due to retirement or transfer, appointment on contractual basis on approval by the State Cabinet is also undertaken.

Strengthening of the SCERT

Recruitment of Academic Staff :

The proposal originally mooted by the SCERT to fill up 50% of its vacant posts on an emergency basis has been approved by the Department of School Education and the State Cabinet. The relevant Government Order No. 348/SE(Pry)dated 23.07.97 has been issued. The work of appointment of different categories of academic personnel, able to meet the skill-mix requirement , has already started. While recruiting academic staff, due care is taken to select candidates having knowledge, experience and expertise in the required functional and content areas. In this connection, it will not be irrelevant to mention that manpower resouces now lying at the disposal of the SCERT, the apex body in the field of educational research and training in the State, is not quite inadequate, though not necessarily sufficient.

3. Capacity Building and Procurement of External Resources

As a matter of fact, capacity building component lies at the core of the institutional development programme for the SCERT. As a short-term measure, a pool of well-reputed

consultants shall be created. A large number of experts - subject specialists, curriculum developers, educationists, teacher educators working in different institutions including the Universities shall be listed out for consultancy. The use of their expertise on consultancy basis will lend adequate organizational flexibility which is of utmost importance for meeting the emerging issues of a fast changing educational world. At present a number of retired Principals of B. Ed. colleges are often invited to cater to special needs of the projects and programmes undertaken. However, on a long term consideration the following functional/content areas have been identified for capacity building not only to meet the DPEP requirement but also to fulfil the wider objectives of the SCERT :

i. Curriculum framing, preparation of textbooks, workbooks and other materials;

ii. Strategy innovation for teacher training and preparation of training materials;

iii. Development of research techniques and mode of impact evaluation; and

iv. Educational management and training to develop guidance for planning and as a preparation to set up the EMT Cell within the SCERT.

The newly recruited Fellows (Research Fellows Grade II - 11 and Senior Research Fellows - 2) will be rigorously trained in the functional/content areas. All the leading educational research and training institutions such as NCERT, NIEPA, RIE Bhubaneswar and other institutions at the national level as well as individual experts with high reputation for skills and professionalism in the functional/content areas will be approached to impart necessary training for the purpose. Short term training courses, basic in nature, comprising field studies, case studies, project work, hands-on experience, role play, micro teaching, simulation, lectures etc. for laying foundation for further and more vigorous orientation are to be regularly undertaken.

4. Remuneration and Allowances

In a bid to procure qualitative academic personnel, remuneration and allowances have been fixed at a considerably high level comparable to the pay and allowances enjoyed by the personnel belonging to Group A of the State Government Service categories. The scale of pay for Research Fellows Grade II has been fixed at Rs. 2000 to Rs 4000 (plus usual allowances as admissible under the State Govt. rules) and that for the Senior Research Fellows at Rs. 3700 to Rs. 5700 (plus usual allowances as admissible under State Govt. rules). The scales may be revised from time to time as and when necessity so calls for.

5. Physical Infrastructure

The SCERT West Bengal is now housed on two floors in the spacious western wing of the State Government David Hare Training College. This premises belongs to the Higher Education Department of the Government of West Bengal. These two floors were, however, specially built by the West Bengal P.W.D. for accommodating the SCERT. There are three big halls for holding seminars, conferences/workshops etc. besides a Director's chamber, a big office room, a Library hall, separate chambers for each of the academic staff members and Population Education Unit. A small laboratory, with equipments, exists for enrichment of science programmes. A network of ultra-modern inter-communication arrangement runs throughout the premises, thereby offering the facility of communication between the Director and staff members. Two most modern computers have been installed for quick data processing and storing besides audio and video (including one big size TV) arrangements to cater to the needs of research and training programmes. But with increasing volume of work, these are appearing to be quite inadequate. It should immediately possess more shophisticated computers and a bigger computer unit. The Science Laboratory requires immediate renovation and an audio-visual unit should be set up.

Augmentation of Infrastructural Facilities

Land for construction of a new complex : The Urban Development Department, Government West Bengal has allotted to the SCERT a plot of land measuring 14 cottahs in Salt Lake area adjacent to the Department of School Education for construction of its proposed new complex. The Hon'ble Minister-in-Charge, Department of School Education has taken personal initiative to expedite the matter. In the architectural plan for the complex, now in the offing, special emphasis has been given to accommodate the Educational Management and Training Cell (EMT Cell) as a unit of the SCERT, indispensable for catering to the increasing demand for training and orientation in educational management.

Availability of Funds: Adequate flow of funds is a pre-condition for success of this type of apex body in the area of educational research and training. Funds, non-recurring in nature, are mostly needed for infrastructural development, while successful implementation of short-term training/research/ orientation programmes requires funds to meet recurring expenditure.

Funds from the State Government: Expenditures for staff salaries, travelling and dearness allowances, rent rates and taxes, contingencies, implementation of various educational projects etc. are borne by the State Exchequer and are allotted in the Education Budget of the Government of West Bengal.

Funds from MHRD and Expansion of Infrastructural Facilities: The institutional development plan aiming at adequate infrastructural expansion, including civil construction, involves an estimated expenditure of Rs. 95 lakhs.This was placed before the Ministry of Human Resource Development (MHRD), Government of India. The statutory State Level Empowered Committee (SLEC), consisting of the representatives from the MHRD, Ministry of Finance, Government of India , NCERT and NIEPA and the representatives from all the relevant departments

of the Government of West Bengal, in its meeting held on March 10, 1997, approved the plan for according sanction of necessary funds. A part of the funds has now been placed at the disposal of the School Education Department for onward transmission to the SCERT. This will be utilized, as envisaged in the plan, for augmenting the infrastructrual facilities including construction of a new complex for the SCERT. The State Government will also allot more funds for this purpose.

Funds from Outside Agencies: Funds are also available from outside agencies such as UNICEF, UNFPA, NCERT, NIEPA, NCTE etc. for carrying out various educational projects/ programmes.

The Governing Body: The SCERT, West Bengal can enjoy a high degree of autonomy through its Governing Body. According to the Government Order, the General Governing Body shall consist of :

(i) Minister-in-Charge of Education (Primary and Secondary) — Chairman.

(ii) Minister-in-Charge of Mass Education Extension.

(iii) Director of Public Instruction , West Bengal.

(iv) Secretary, Deptt. of School Education.

(v) Jt. Secretary, (dealing with SCERT matters), Deptt. of School Education.

(vi) Principals of important Training Colleges.

(vii) Distinguished Educationists.

(viii) Heads of the Divisions of the SCERT.

(ix) Representatives of Academic Staff Members.

(x) Director of School Education.

(xi) President, West Bengal Council of Higher Secondary Education.

(xii) President, West Bengal Board of Secondary Education.

(xiii) President, West Bengal Board of Primary Education

(xiv) President, West Bengal Madrasah Education Board

(xv) Director, SCERT, West Bengal — Member Secretary

The Government, if it so decides, can reconstitute the Governing Body of the SCERT, West Bengal to include distinguished experts of different areas of education, researchers, curriculum developers, multimedia experts so that they can help formulate need-based work plan for the SCERT and can make periodic review of its activities. There is a provision for a small but viable Programme Advisory Committee as per the Government Order No. 7-Edn (PS) dated 25 [illegible]. Representatives of the sister organisations of the SCERT such as WBBPE, WBBSE, WBCHSE, besides a few distinguished educationists are included in this Committee.

The Education Commission set up by the State Government in 1992 recommended: " the University departments and the SCERT should co-relate their research activities with the problems of teaching and teachers' training in the State". In pursuance of this recommendation, all efforts are being made to co-relate the research activities with the problems of teaching and teacher training being undertaken by the SCERT with those of the University departments. This will also act as a step towards enhancement of the status of the SCERT as a Post-Graduate Research-cum-Training Institute equivalent to that of the University department.

The appointment of a Finance Officer in the cadre of West Bengal Audit and Accounts Service and an Accountant as envisaged in the drive for filling up the vacant post as per the recently issued Government Order will definitely go a long way in improving the efficency of operational procedures of the SCERT.

8. Ashok Mitra State Education Commission, 1992, p.208

Strengths and Weaknesses

The basic objective of the SCERT, West Bengal is to promote the quality of school education. With this end in view, the SCERT is supposed to become a centre of excellence in the field of school education covering all its significant aspects, for example professional development of teachers, monitoring and evaluation and development of instructional materials. It also works as a centre for research work.

1. So far as the strength is concerned, the above mentioned list of activities suggests that the SCERT, West Bengal has earned considerable experience in all these areas of school education. It has published a large number of instructional materials and has undertaken the preparation and finalisation of manuscripts and periodic revision of text books at the primary level.

2. It has on its strength some able, experienced and qualified academic staff and some efficient research assistants to help carry out research work.

3. So far as infrastructual facilities are concerned, it has its own premises, though it is annexed to the Government run Dayal Hare Training College. Three big seminar/lecture halls, a library rich with books on education, one small laboratory and two most sophisticated computers now adorn the SCERT.

Issues and Problems

1. **Lack of Perception regarding its Role :** As a matter of fact, the role, that the SCERT can play in the entire spectrum of school education, is not properly perceived by many, particularly by the administrators at the Government level. It, therefore, suffers from lack of proper attention and importance that it deserves.

2. **Status, Autonomy and Accountability :** As to the proper status and degree of autonomy that it should enjoy, all that one can say is that a higher status, that of university or a higher

degree of autonomy would give it much more flexibility in accommodating more programmes with more efficient and experienced faculty members and with much more synchronization between the needs for finance and its flow at the time of need, ascertaining the accountability of those responsible for various works.

3. **Staff Related Problems :** More faculty members are urgently required and it is expected that at least 12 faculty members will join immediately on contract basis to strengthen the academicians already working hard to attain the desired results. The members of the academic staff are appointed by the Government and paid by it. It is true that such temporary staff are often not as dedicated as they are expected to be but all efforts are being made to recruit persons interested and dedicated to the type of work carried out by the SCERT.

4. **Inadequate Physical Infrastructure :** The SCERT, West Bengal immediately needs strengthening of its physical infrastructure. It requires separate building of its own with sufficient accommodation. It lacks a good auditorium, library and reading rooms, hostels and guest rooms. It also lacks modern laboratory equipments, audio-visual aids, a large computer centre and a small video-filming unit. A proposal for a separate SCERT complex has already been accepted by the State Government and an amount of land measuring about 14 cottahs has been sanctioned in the satellite township of Salt Lake where the School Education Department and the Higher Secondary Council are already situated. The West Bengal Board of Primary Education and the West Bengal Board of Secondary Education are also going to be shifted there very soon.

A Study on Achievements and Failures

An educational system to be complete and self-sustaining must have its research and training wings. The State Council of Educational Research and Training , West Bengal, is a state-level counterpart of the National Council of Educational Research and

Training , New Delhi and has been working for the last few years mainly in the area of school education for its overall academic improvement. Unlike the School Education Directorate which looks after the administrative aspect of school education, the SCERT, West Bengal stands for better education. With this end in view, the SCERT, for the last 15 years or so, has been silently, but quite effectively, implementing a large number of educational programmes, projects and activities covering the entire spectrum of school education ranging from planning research and action programmes to evaluation. Priorities are, however, given, quite in tune with the accepted Central and State Government policies, to such areas as (i) primary education and (ii) science education.

Important Activities carried out during the Last Few Years

Curriculum and Materials Development

The textbooks and guidebooks at the primary level used to be prepared by the SCERT in five languages, that is, Bengali, Hindi, Urdu, Nepali and Santhali. The following guidebooks for teachers in all subjects have also been prepared. Now this work is undertaken by the WBBPE.

- Publication of Teachers' Guidebooks in Science at the Primary Level. The activity-based instructional materials entitled "Kajer Majha Bigyan" were prepared through workshops conducted by the British Science Educationist Mr. R.F. Morgan.
- Publication of Teachers' Guidebooks "Sikshan Dipika" on Life Science and Physical Science at the Secondary level through workshops conducted by Mr. R.F. Morgan.
- Development of strategies and teaching materials for improvement of mathematics teaching-learning in the classroom at the secondary level and publication of the same in the form of Guidebooks.
- Finding out major learning points and preparation of Unit Tests in Geography and History for Classes VI to VIII for

qualitative improvement in teaching learning and evaluation of social sciences.

- Development of instructional and supplementary reading self-learning modules/materials and model lessons for non-formal education.
- Seminar on Integrated Syllabus of Physical Science and Life Science for Class VIII and higher classes.
- Development of Approach Paper through seminar-cum-workshop on Methodology of Transaction of English (Group B) in classroom at the higher secondary stage.
- Development of Evaluation Tools and Activity-based Instructional Materials through workshops conducted by the British Science Educationist Mr. M.K. Bowker in Chemistry and Physics for higher secondary level and by Mr. A.F. Pirie in Physical Science for secondary level
- Revision of Curriculum and Syllabus for Primary Teachers' Training.

Orientation and Training :

- In-service training of teachers of Junior High, High and Senior Madrasahs as well as orientation of teachers.
- Running a number of continuing education centres for teachers and teacher educators at the primary level.
- In-service training of teachers of Higher Secondary stage in Science teaching under the All India Science Education Project.
- In-service training of Secondary level teachers in writing scripts for educational broadcasts.
- Planning, organisation, preparation and distribution of monthly schedule of educational broadcast programmes produced and transmitted by Calcutta and Siliguri Centres of All India Radio.

— Orientation of Examiners in English of the Madhyamik Examination.

— Orientation of Lecturers/ Principals of JBTIs in History and Geography curriculum at the primary level.

— In-service training of primary teachers and lecturers of JBTI's in Science (Environmental Studies) based on activity.

— Seminar on development of the sense of national integration among students through the teaching of History and Geography by secondary school teachers.

— Seminar on the improvement of methodology of teaching History and Geography at the secondary stage for teacher educators of B.Ed. Colleges.

— Orientation of B.Ed. level teacher educators in the teaching of English by eminent British educationist Mac William in collaboration with the British Council Division, Calcutta.

Evaluation and Research :

— Seminars on teaching and learning of Bengali as a mother tongue at the primary stage.

— Survey of Science laboratories in secondary and higher secondary schools.

— Review of textbooks on History and Languages from the stand point of national integration.

— Search for educational and vocational opportunities for women in West Bengal, particularly for self-employment of girl students after completion of secondary education.

— Critical appraisal of educational system at Madhyamik and higher secondary stages in West Bengal.

— Study on wastage at the primary level.

— Competency-based teaching-learning of EVS in Classes I and II : present status and problems.

— Testing the efficacy of the new syllabus of English at the secondary level.

— Study of the present Mathematics syllabus in Madhyamik vis-a-vis the H.S. syllabus.

— Determining coordination ratio between different school subjects.

— Survey on assessment of the achievement level at the end of Class IV.

— Compreshensive survey of the impact of the policy of non-detention and the policy of continuous assessment and evaluation at the primary level.

— Assessment of the new approach to teaching-learning English as a second language introduced at the secondary level - a study undertaken by the SCERT in collaboration with the West Bengal Board of Secondary Education.

Significant Achievements during the Year 1996-97

A. In the Field of Primary Eduation

Surveys on Dropout :

Surveys, to ascertain the nature and magnitude of dropout, conducted in the Narayangarh Block of the district of Midnapur, indicated the impact of Total Literacy Campaign and Post Literacy Campaign, Operation Black Board Scheme on the rate of dropout which showed a declining trend. Reasons, like socio-economic and cultural in nature, were also ascertained for the persistence of the incidence of dropout which was found alarmingly high among girls and more so, among tribals. In order to ascertain specific reasons for dropout, another survey has been conducted in three specific areas such as the river belt of Basirhat, the industrial belt of Howrah and the tribal belt of Jhargram.

Survey to assess the achievement level :

Survey undertaken by the Indian Statistical Institute in collaboration with the SCERT, West Bengal to assess the

achievement level of the students at the primary level reflected the need for much to be done yet for promoting the performance of the learners.

Special Orientation Programme for Primary Teachers (SOPT):

This programme was introduced under the auspices of the NCERT. The basic objective of the programme is to promote the achievement level of the students in terms of competencies through teacher training. The competency-based teaching-learning strategy is the key note of teacher training programme. A three tier cascade system has been followed to implement this programme with the target to bring every in-service teacher within the purview of thorough orientation. So far 90,672 teachers have been trained under this programme. The programme is now being vigorously implemented in all the districts, barring the five districts under the DPEP. The Director himself alongwith the faculty members has been visiting the orientation camps in the districts and actively participating in the orientation to supplement the training instructions. Training module containing lesson-wise competencies and model lesson plans has been published and its copies are distributed among the participants.

Review Meeting on MLL Programme of States in the Eastern Region :

With the publication of the Dave Committee Report in 1991, the concept of Minimum Levels of Learning (MLL) has been widely accepted as a teaching learning strategy for improving the achievement level of students in terms of competencies. The MLL programme as introduced by the Ministry of Human Resources Development (MHRD) was reviewed in a meeting organised by the SCERT, West Bengal in collaboration with the MHRD. Representatives of States in the Eastern Region and an Assistant Educational Adviser from MHRD participated in the programme with a view to exchanging ideas and presenting progress reports on the said programme. Prof. R.H. Dave

explained, in this review meeting, the concept and mode of implementation of MLL.

Projects on Common Errors in Bengali and Mathematics at the Primary level :

Projects undertaken to find out common errors in subjects like Bengali and Mathematics committed by students at Class IV are expected to yield results that will go a long way for qualitative improvement of primary education and to open up a new horizon in teaching these subjects.

Profile of Primary Teacher Project :

The Report on the Project on Profile of Primary Teacher has been widely appreciated. It indicates the factors responsible for low performance of a section of primary teachers and suggests measures to be adopted to motivate them for better performance.

Project on Integration of Environmental Consciousness into the Primary Education Curriculum.

Plug points in the syllabi have been found out and the elements of environmental consciousness to be integrated into them, without bringing about much change in the syllabi, have been identified. The report has been published.

School Mapping Project :

The project on School Mapping has been completed and district-wise maps submitted to the Department. Successful completion of this project will immensely help the School Education Department to implement micro-level planning for schools as well as to select locations for opening new schools on the basis of the needs of the people. The project was carried out with the help of the sophisticated computer installed in the SCERT for the purpose.

B. In the Field of Secondary Education

(i) The research type project on reading ability of students at the beginning of Class VII and its impact on their performance has been appreciated by the experts.

(ii) The project on competence-based graded evaluation has been undertaken with a view to throwing new light on the mode of examination usually held to assess the performance of students in the entirety of the expected competencies.

(iii) The comparative study of the performance of the Madhyamik and H.S. Examinations, as approved by the Government of West Bengal, was expedited to yield results indicating the congruity to be developed between the two curricula.

C. Teacher Education

The NCTE entrusted the SCERT with a project on Teacher Education in West Bengal - Current Status, Issues and Future Projections. This project was carried out with full financial support from the NCTE. Research investigators visited the teacher training Institutions with copies of carefully prepared questionnaire for collection of data.

D. Educational Broadcasts

Planning, organisation and preparation of educational broadcast programmes transmitted by the AIR, Calcutta in two sessions for students at the Secondary and Higher Secondary levels are being carried out regularly by the SCERT. The monthly schedules of programmes (date chart and topics of radio lessons) are handed over well in advance to the Educational Broadcast Section of AIR, Calcutta for transmission. A teachers' programme is also regularly broadcast by the AIR, Calcutta in collaboration with the SCERT, West Bengal. A series of Subject Expert Committee meetings were held in the SCERT to select topics for radio lessons.

E. Population Education Project

This project for Human Resource Development has already established itself. Work in the field of curriculum development, training and extension and research and evaluation has been

carried out. Revision and upgrading of B.Ed. books on Population Education, revision of teachers' guidebooks, orientation of teachers, preparation of some exemplar materials, research studies and co-curricular activities are only a few to mention, among the so many undertaken.

Miscellaneous

— A seminar on philology and comparative linguistics with particular reference to English was attended, among others, by foreign experts, well known linguists and the Vice-Chancellor of Rabindra Bharati University.

— Experts from ODA held several meetings with the Director, SCERT, and its faculty members to discuss matters relating to the implementation of DPEP in West Bengal.

— Prof. M. Mukhopadhyay, Consultant, UNESCO explained in a seminar the innovative strategy that the Government of India proposes to adopt during the 9th and 10th five-year plans to impart continuous training to all the primary teachers in the country.

— The Department of Health and Family Welfare in a meeting proposed to entrust the SCERT with health education programme to be adopted for the school students.

— The Preparatory Mission of the UNESCO visited the SCERT on the September17, 1996 under the leadership of Prof. C.J. Daswani and discussed with the Director and faculty members about the proposed UNESCO project on 'Learning Without Frontiers' and proposed to involve the SCERT in the project.

— On the occasion of the birth centenary of Netaji Subhash Chandra Bose, an essay competition among school students was organised by the SCERT in collaboration with the Department of Information and Cultural Affairs, Government of West Bangal.

Role of the SCERT in Teacher Education

The SCERT, West Bengal is a post-graduate research-cum-training institute directly under the control of the Department of School Education and, in this sense, it is a State level apex body for research and training in the area of school education. The functions, as enumerated in the relevant Government Order, are related to this area. It has not, so far, been entrusted with the responsibility of conducting any specific teacher education course of appropriate duration on regular basis.

It has, however, conducted several short-term courses for in-service teachers and enrichment programmes for teacher educators as well, basically with a view to promoting their professional competencies. With the introduction of the new syllabus for primary education in 1981, it collaborated with the Directorate of School Education in 1982-83 in conducting a thorough orientation programme for supervisory staff and teachers of primary education through the programme for Massive Orientation of School Teachers along with the Operation Blackboard. The SCERT thus played a crucial role in the implementation of the national scheme of in-service training of school teachers both at the primary and secondary levels in collaboration with the Directorate of School Education and the West Bengal Board of Secondary Education. The SCERT acted as the Resource Centre for the development of the Orientation Guide for the PMOST and the PMOST-OB. The Population Education Cell of the SCERT has covered almost all the secondary level teachers by its Population Education Orientation Programme. The 7-day Special Orientation Programme for Primary Teachers (SOPT), now being conducted by the SCERT, has so far covered nearly a lakh of primary school teachers. With wide experience thus gained, the SCERT is now ready to take up short-term training/orientation/enrichment programmes from time to time for teachers and teacher educators.

In a bid to promote professional competency of teacher educators, particularly those of the PTTIs, several programmes

have been undertaken by the SCERT. In-service training of the teacher educators of the PTTIs (erstwhile JBTIs) in Science (Environmental Studies) based on activity, seminar on the improvement of methodology of teaching History and Geography at the secondary level for teacher educators of B.Ed. Colleges, orientation of B.Ed. level teacher educators in teaching English conducted in collaboration with the British Council Division are only a few, among others.

❑

Chapter 7

Thrust Areas and Suggestions

Expansion in Education

With 110% Gross Enrolment Ratio for classes I - V for boys and 97% for girls having already been attained as per the Sixth All India Educational Survey and with 70% literacy rate already achieved through Total Literacy Campaigns etc., West Bengal has made a major break-through in the field of educational development. The State is set to universalise elementary education in the near future with the help of various incentive schemes and programmes including free textbooks, mid-day meals, giving rice in kind for attending the school, free school dress, etc. besides the introduction of "Anandapath". Along-with the introduction of continuous and comprehensive evaluation system, there exists non-detention policy at the primary level while the total school education is completely free up to the Higher Secondary level.

The total number of schools (primary to secondary) increased from 49,473 in 1978 to 58,689 in 1993. The student enrolment too shot up from 74,29,302 to 117,60,781 in 1993. So also the number of teachers from 2,27,044 to 2,50,523 during the same period as shown in Figures 7.1 and 7.2.

Growth in Student Enrolment in Schools
(Primary to Secondary)

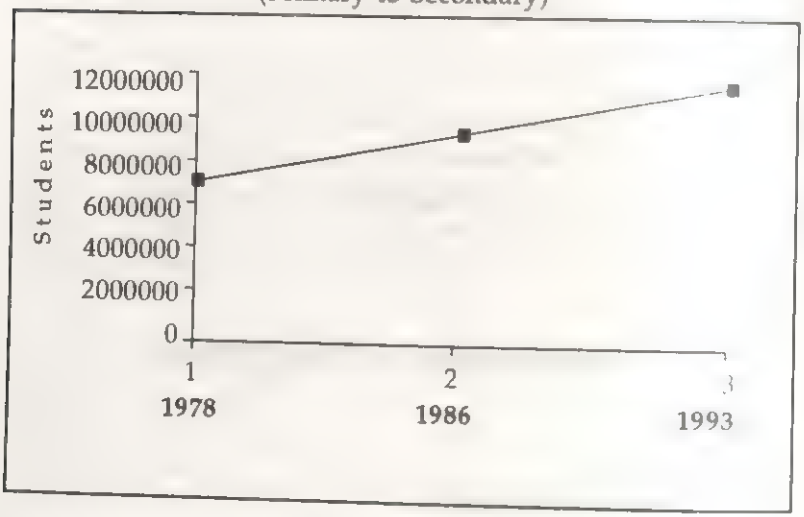


Figure 7.1

Growth in Number of Teachers in Schools
(Primary to Secondary)

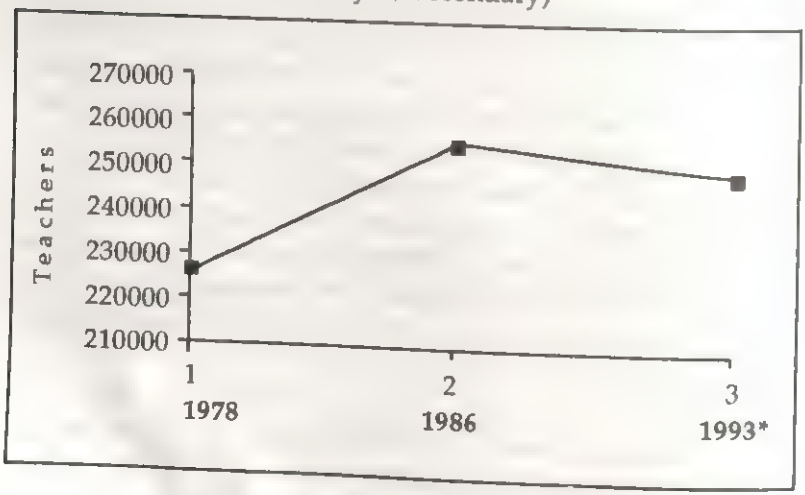


Figure 7.2

* Employment interrupted by legal complications for a few years. The figure rose to 2,88,537 (including teachers of Higher Secondary) by March 1996.

Quality Improvement – the Basic Objective

The basic objective is to improve the quality of school education. Teacher education obviously has a vital role to play in this matter. The quality of school education and the maximum utilization of available resources depend, to a very large measure, on the quality of teachers and teacher education, both pre-service and in-service. We should keep in mind the well-known policy paradigm in this connection as shown in Figure 7.3.

Teachers and Their Training—A Policy Paradigm

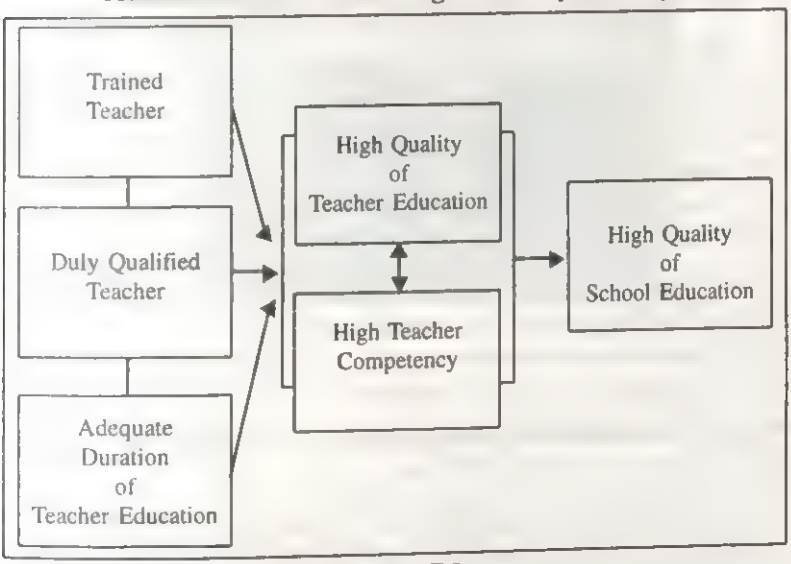


Figure 7.3

Though much attention has been paid by the State Government to improve the quality of teacher education in the State yet much more seems to be urgently needed to bring about significant improvement in the quality of school education. The need to revamp teacher education, so that it becomes an effective instrument for bringing about qualitative change in school education at all levels in the State, essentially calls for re-emphasis.

Teacher education in West Bengal witnessed quite a note-worthy expansion since Independence as would be borne out by

Figure 7.4 which shows that the total number of teacher education institutions in the State shot up from 59 in 1947 to as many as 111 in 1997.

Growth of Teacher Education in West Bengal
(Number of Institutions)

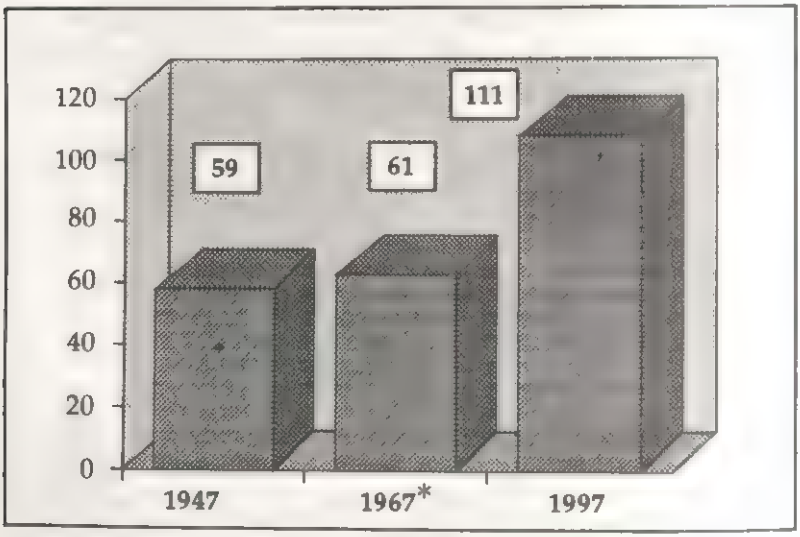


Figure 7.4

* Both the nature and intake capacity chaged in the post-indepence period

The growth in the number of primary teacher education institutions in the State deserves special mention. There were only 33 JBTIs in 1967 which have since been converted into PTTIs and the number of the latter is now 54. Moreover, 4 DIETs are immediately coming up in the DPEP districts and more are in the process of formation in other districts.

Similarly, the number of training colleges for secondary school teachers has grown from only 5 in 1947 to 47 in 1997. Physical Education teacher training also received particular attention in the State. There was no College for Physical Education teacher training in 1947 while today there are nine such institutions located in different parts of the State.

The Concerns –Some Issues and Suggestions

Dr. Ashok Mitra Education Commission, West Bengal, 1992 emphasized the need for formal training of all teachers and building up their professional competence. Certain steps require to be taken for proper development of teachers and teacher education in the State. Some suggestions are, therefore, put forward for consideration.

1. Making Training Requirement Compulsory for Primary Teachers

The State continues, unlike many other States of India, to appoint untrained teachers for its primary schools. Pre-service training qualification as an essential requirement for appointment as primary teachers is urgently needed to be adopted for improving the quality of primary education. Although some teachers are deputed for training after their appointment, not many are willing to undergo such training. Acutally, there is a huge backlog of untrained primary teachers (54,592 as on September 30, 1993) and the figure is mounting every year. It now seems imperative that the West Bengal Government revises its policy and lays down Primary Teacher Training Certificate as an essential qualification for entry into primary schools. With a network of PTTIs already functioning in the State and new DIETs coming up, it shall not be difficult to do so. However, for recruitment of secondary school teachers, teacher training (B.Ed.) is already an essential qualification in the State.

2. Upgrading Minimum Qualification for Entry to PTTIs as Trainees

The existing requirement for admission to a PTTI for a fresher is only Madhyamik (secondary) pass certificate. The norm, as NCTE desires, is minimum 10 + 2 (Senior/Higher Secondary) for admission to a primary teacher training institute. If the State Government upgrades its minimum qualification for admission to PTTIs, it will be possible to raise the basic quality of primary teachers.

3. Increasing the Course Duration

At present, the duration of the course at the PTTIs is only one year. The duration of the pre-primary teachers' training course in the State, in its two recognised institutions, is, however, two years. Duration of one year is considered by many as inadequate to conduct an intensive course for preparing suitable teachers. A course of longer duration can accommodate required contents as also the needed pedagogy and practice teaching. This may go a long way in improving the quality of teacher education at the primary level. Two constraints, that are usually mentioned in this connection, call for careful consideration. Loss of teaching days on account of a longer period of detention of a teacher coupled with difficulties in appointing a suitable substitute and the extra financial burden owing to huge increase in the cost of training for a longer period cannot be ignored totally.

4. Increasing the Percentage of Female Teachers

According to the Sixth All India Educational Survey (NCERT, 1995), the percentage of female teachers in West Bengal is very low. It is only 23.03% for primary, 25.96% for upper primary, 28.87% for secondary and 23.99% for higher secondary schools. For rural schools, the percentage of female teachers is as low as 14.23 for primary, 16.76 for secondary and 10.49 for higher secondary, as would be evident from Table 7.1 and Figure 7.5.

TABLE 7.1

Percentage of Female Teachers in Schools, 1993

	Primary	Upper Primary	Secondary	Higher Secondary
Rural	14.23	21.16	16.76	10.49
Urban	50.01	45.99	52.01	34.50
Total	23.03	25.96	28.87	23.99

• **Source** : NCERT, Sixth All India Education Survey, Provisional Statistics, 1995.

Male vs. Female Primary Teachers

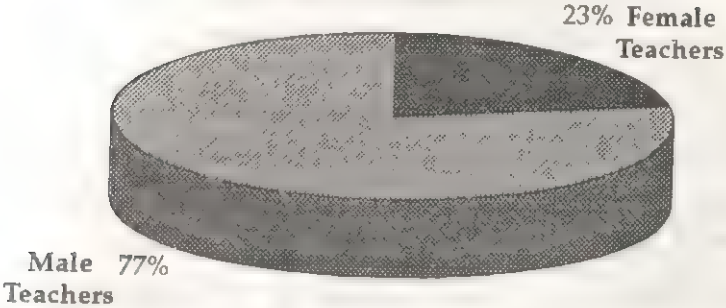


Figure 7.5

With the need to promote education of girls, and in order to provide at least an equal participiation of male and female teachers in the teaching profession, it may be necessary to raise the percentage of female teachers in the State at all levels and specially at the primary and upper primary levels. Particular attention may have to be given to increasing the number of female teachers in rural areas. It is recognised internationally that women are the most suitable for teaching children of tender age. The National Policy on Education also seeks larger share of female teachers in schools. The scheme of Operation Black Board insists that of the two teachers in a primary school, at least one should be a female.

The recruitment policy in the State, therefore, needs to be reviewed so as to have in future a larger percentage of female teachers in schools. The State may also have to ensure that a larger number of trained female teachers are available every year. This would require a larger intake of female trainee teachers particularly the freshers in the PTTIs and other training institutions. At present out of the 54 PTTIs, 13 are exclusively meant for females, 16 for males and 25 are co-educational. Table 7.2 gives the existing percentage of female trainees in different institutions.

TABLE 7.2

Percentage of Female Teacher Trainees in Teacher Education Institutions

Institutions	Total No. of Trainees	Females	Percentage of Females
PTTIs 50(54)	2548	795	35%
B.Ed. 39(47)	7245	3169	43%
B.P.Ed. 09(09)	442	130	29%

N.B The number of institutions mentioned against each category indicates the number surveyed during the study while the number within bracket is the actual number of institutions.

Augmenting Utilization of Institutional Capacities

The existing intake capacity of various teacher education institutions in the State is given in Table 7.3.

TABLE 7.3

Existing Intake Capacity of Teacher Education Institutions

Institution	Total Number	Intake Capacity	Remarks
Pre-primary Teachers' Training Institutes	2	N.A.	Of the 58 candidates, who appeared in the final examination in 1996, 55 passed.
Primary Teachers' Training Institute	54	5015	One more Govt. sponsored PTTI started functioning this year.
P.G.B.T. College	1	120	Examination is conducted by the D.S.E.
B.Ed.Colleges/Departments of general colleges and Universities	46	7500	Annual Report 1996, (Higher Edn.Dept.) : 7600 including P.G.B.T. College noted above.
B.P.Ed. Colleges	9	420	
Institute of English	1	60	It also conducts some part-time courses.
Technical Teachers' Training Institute (Eastern Region)	1	N.A.	Under the MHRD

Teachers in the Madrasahs also undertake training in the B.Ed. Colleges/Departments of general colleges and Universities.

As against the intake capacity of 5,015 trainees in 54 PTTIs, only about 2,650 seats were actually filled in 1995. Nearly 47% of the capacity of the PTTIs, therefore, remains un-utilized, which is a very serious matter for consideration of the Government as well as the teacher education institutions concerned. If the deputed in-service teachers are not interested in undergoing the course, the quota for the freshers may be increased suitably so that there is full utilization of the PTTIs and other institutions.

5. Filling up the Vacant Posts

The study revealed that in most teacher education institutions in the State, a number of teaching posts lying vacant need immediate attention of the authorities concerned for filling them up.

If sanctioned posts remain vacant for long in such large numbers, the training institutions have to work under a serious handicap. In turn, it affects adversely the quality of teacher education imparted by them. It may be advisable to look into this matter urgently and devise suitable mechanisms by which timely recruitment for all vacant posts is made. It is absolutely necessary that the faculty in its full strength is available to each institution at the beginning of each academic session. All efforts should be made to fill up, as soon as possible, all the posts that fall vacant due to attrition etc.

6. Provision for Modern Audio-Visual Teaching Aids

Another area in which the training institutions need to be strengthened is the provision of modern audio-visual teaching aids. While it may be true that improvisation of teaching aids is advisable according to the local conditions, yet in this age of electronic revolution, it is necessary to modernise the teaching-learning practices. Provision for modern teaching aids would help to make teaching learning more interesting and impressive. Training in proper utilization of the teaching aids may also be arranged.

7. Upgrading Professional Competenices of Teacher Educators

Except for study leave and deputation to educational programmes, as and when so requested by the outside agencies, there is at present no regular arrangement for upgradation of the professional competencies of teacher educators working in the teacher education institutions. With the fast growth in knowledge in various disciplines and new developments in teaching methods, it is essential that each teacher educator is provided orientation through some short-term courses/seminars. Departments of the Universities and premier institutions like NCERT, NIEPA, Regional Institute of Education, etc. may provide necessary academic support particularly, in so far as resource persons are concerned.

It will not be irrelevant to mention in this connection the role played by the SCERT, West Bengal in conducting special programmes for the teacher educators, particularly those of the PTTIs. Several programmes have been conducted by the SCERT for training/orientation of Lecturers/Principals of the erstwhile JBTIs (now PTTIs) in respect of activity based teaching-learning of Science/EVS. Special seminar-cum-lectures by eminent experts/personalities have been arranged for B.Ed. teacher educators and trainees. But these are quite inadequate, definitely calling for regular and more rigorous enrichment programmes for teacher educators at all levels.

8. Need for Periodic Revision of the Curriculum

Curriculum and syllabus need periodic revision so that they can conform to the changing socio-economic, political or scientific conditions of the society. The responsibility of this task lies, as a matter of fact, with the relevant departments of the Universities. The Directorate of School Education is responsible for fulfilling the need for periodic revision of Primary Teacher Training Curriculum. The SCERT, West Bengal, being entrusted with the responsibility by the said Directorate, organised, in the

year 1990, workshops involving the Principals of PTTIs (erstwhile JBTIs), distinguished educationists, curriculum developers and experts and successfully discharged the responsibility by making a thorough, scientific and uniform curriculum and syllabus for the Primary Teachers' Training Institutes in the State. The draft of the revised curriculum and syllabus was then sent to different teachers' organisations seeking their opinion and comments and was thus finalised. Obviously, after a lapse of nearly seven years, it now requires a fresh look not only from the standpoint of competency based teaching learning process with particular reference to MLL, which is considered an important teaching-learning strategy at the primary stage, but also from the standpoint of weightage between theory and practice.

The central organisation NCTE , it is understood, is currently seized with the renewal of curriculum for all stages of teacher education and has already circulated a discussion paper on Curriculum Framework for Teacher Education. Preparation of this type of model curriculum is expected to go a long way in helping to revise the existing curriculum and syllabus for all stages of education in the State.

It is, however, true that curriculum renewal is not the only fundamental point. The entire training process has to be so hit upon as would promote the 'teacher' within the person undergoing training. It is also important that the relevance of what is imbibed in a trainee is not ultimately lost when entrusted with the task of classroom teaching on first appointment or when back to the profession on completion of the in-service training

9. Alternative Modes of In-service Teacher Education

The present practice of deputing in-service teachers for full duration pre-service courses in PTTIs, B.Ed colleges and B.P.Ed colleges has neither been successful in attracting teachers to these courses nor has it been effective in improving the quality

of teaching in schools. It calls for reconsideration and adoption of alternative modes of in-service teacher education.

Deputing in-service teachers for very long duration training courses for a year or so is very expensive as it requires appointment of substitute teachers. Experienced teachers with long experience are neither interested in such training because of their family responsibilities or otherwise, nor do they benefit much from the training.

It may, therefore, be advisable to offer to in-service teachers different types of alternative courses for upgrading their professional competence. These may include :

- Short-term orientation courses (of about 3 weeks' duration) for teachers who are untrained but have already put in more than 10 years of service;
- Brief orientation course (of about a week's duration only) for those untrained teachers who are over 50 years of age;
- Option to undergo training through distance mode for in-service untrained teachers who have already put in 3 years or more of service;
- Capsule courses through formal institutional training of 3 to 4 months' duration for teachers who are yet untrained and wish to opt for training;
- Regular/periodical short-term courses for trained/ untrained in-service teachers for continuing education and professional upgradation;
- Use of electronic media for open learning; and
- Supply of training packages to in-service teachers for the purposes of self-learning, etc.

Decentralisation of and flexibility in the mode of in-service teacher education is *sine qua non* for its easy reach out. It may be beneficial to organise training more and more at school cluster (school complex) or block or district level. This will help involve larger number of teachers particularly primary teachers to receive short duration in-service training. It will also help reduce cost

of training and at the same time cause less dislocation of school classes.

10. Change in Budgetary Allocations

As would be evident from Table 7.4, the highest share of the total expenditure goes to the salary component, leaving very little for providing inputs which also go in a big way to improve the teaching-learning process. In the year 1996-97, out of the total of Rupees 68,802.36 lakhs, only a meagre percentage, that is [illegible] was devoted to teachers' training. Salary component eats into the biggest share. The pattern of expenditure does not deviate much from that of the country as a whole but the order of priorities calls for consideration. Expenditure for library books and periodicals, teaching aids, innovations and experimentation, professionalisation of teacher education, upgradation of faculty competencies, research and development, extension services etc. should be given due priority.

TABLE 7.4

Expenditure on Primary Education

(Rs. in lakhs)

	Teachers' Salaries	Inspectorate	Teachers' Training	School Building Construction Repair	Incentive	Mid-day Meals	Text Book	Total
1986	19,949.00	260.00	90.00	252.00	290.00	718.00	261.00	[illegible]
1987	23,044.00	329.00	83.00	1,464.00	111.00	790.00	30.00	[illegible]
1988	26,357.00	532.00	100.00	1,305.00	558.00	432.00	4.00	[illegible]
1989	30,722.00	481.00	146.00	658.00	341.00	450.00	194.00	[illegible]
1990	32,395.00	599.00	127.00	975.00	449.00	469.00	186.00	[illegible]
1991	46,547.00	900.00	256.00	127.00	344.00	565.00	528.00	[illegible]
1992	46,779.00	684.00	220.00	42.00	210.00	453.00	822.00	[illegible]
1993	48,364.00	565.00	246.00	153.00	64.00	1058.00	813.00	[illegible]
1994	53,771.00	860.00	439.00	114.00	505.00	98.00	1104.00	[illegible]
1995	56,720.00	1034.00	347.00	1083.75	654.00	452.00	1243.00	[illegible]
1996	63,263.00	1137.29	553.90	988.75	264.00	—	877.48	[illegible]
1997	64,848.75	163.56	344.10	458.00	541.00	-	1446.95	68,802.36

• Source : Annual Report, Department of School Education, Government of West Bengal (1996-97).

As improvement of quality of teacher education should receive a major impetus in the coming years, it would be necessary that additional resources are provided in the 9th five year plan for upgrading teacher education at all levels.

We are soon entering the 21st century. An all-out effort is needed to revamp teacher education in the State so that it becomes an important means to bring about qualitative improvement in school education in the coming years.

We thus conclude once again by referring to the basic recommendations of Ashok Mitra Commision (August ,1992) in this respect and presenting a summary of our basic suggestions:

a. Universities at the helms of academic affairs should follow uniform syllabus and standard of evaluation to bring about uniformity of standard of teacher education in the State. As this is a full-time professional course, more elaborate syllabus and a longer period of duration may be thought of;

b. Training colleges should follow uniform staff pattern and be very particular in distributing proper weightage between theory and practice and external and internal assessment. Here again the question of uniformity comes in. To make practice teaching more effective, a few neighbouring schools may be attached to each of the teacher training institution;

c. Trained manpower supplied by these institutions should exactly match the demand for the same so that no trained manpower just goes waste as demand supply adjustment is crucial;

d. The trainees must be motivated to undertake this training as a step towards improving their true efficiency. It should never be treated as a means of earning an ornamental degree/diploma/certificate;

e. The entire training process should be such as would promote the 'teacher' within the individual. The course content

should be the most modern, scientific and up to date. The exact classroom situation, availability of inputs particularly the teaching aids should be taken into consideration so that the relevance of what is imbibed in a trainee is not ultimately lost when entrusted to the task of classroom teaching or when back to the profession after training.

f. Finally, to stop all sorts of commercialisation of teacher training, infrastructural facilities of B.Ed. colleges/departments of general colleges or of Universities should be expanded to accommodate almost all the eligible candidates, particularly those deputed by the privately run schools.

The central pioneering organisation NCTE in the field will, we are sure, stand upto what is expected of it, though much flexibility seems to be desirable in its pioneering stage.

❑

Appendix - 1

QUESTIONNAIRE

PROFILE OF TEACHER EDUCATION INSTITUTIONS

B.Ed. / B.P.Ed. / P.T.T.I. / VOCATIONAL

1. Name of the Institution :
2. Address :
3. Head of the Institution : (a) Name :
   (b) Designation :
   (c) Actual Designation of the post of the Head. :
4. (a) Year when started/ when established :
   (b) Recognized by/ Affiliated to :
5. No. of Trainees :

Students	General	SC	ST	OBC	Total
Boys					
Girls					

Grand Total:

6. Type of Governance :
   (a) State Adm. Dept. GB Non-GB
   (b) Govt. Sponsored GB Non-GB
   (c) Private GB Non-GB
   (d) Whether run by a Trustee Board/Mission

DESCRIPTION

7. Physical Infrastructure : (Teaching aids)
   (a) Black Board :
   (b) Globes, Maps, Charts etc. :
   (c) Audio Aids :
   (d) Laboratory :
   (e) Library :
   (f) No. of books :

8. Fee Structure and Scholarship

Sl.No.	Fee	Govt. rate	Own rate
i)	Tuition		
ii)	Library		
iii)	Games		
iv)	Laboratory		
v)	Development		
vi)	Magazine		
vii)	Miscellaneous		
*	Scholarship		

9. (a) Academic Qualifications of the Members of Academic Staff :

Sl. No.	Name	Age	Qualifications	Subject	Date of Joining and Mode of Appointment	Length of Service/ Experience	Salary/ Scale of Pay

No. of approved posts :

No. of vacant posts :

9. (b) Para-education (Non-Academic) Staff :

Sl. No.	Name	Age	Qualifications	Subject	Date of Joining and Mode of Appointment	Length of Service/ Experience	Salary/ Scale of Pay

No. of approved posts :

No. of vacant posts :

10. A Brief analysis and comment on finance of teacher education and its proportion in the budget of education with respect to the following :

a. Academic and Non-Academic expenditure.

b. Cash analysis, cash benefit analysis, output analysis and wastage analysis.

11. Admission Criteria : Admission Norms

i) Admission test

(a) Written :

(b) Interview :

ii) On the basis of marks

iii) Quota system, if any?

No.

iv) Mixture of i and ii

12. Curriculum Framework Renewal Agency. :

i) University prescribed Curriculum

ii) Own Curriculum

iii) In case of PTTI Govt. prescribed Curriculum

iv) University and own Curriculum mixed

13. List of Courses/ Programmes offered :

Courses	Pre-Service	In-Service
Primary Teacher Training Course		
B.Ed. Course		
B.P.Ed. Course		
Vocational Course		

14. Examining body :

15. Past results of 3 years

Years	Appeared	Passed	1st Clas	2nd Class
1993				
1994				
1995				

16. Infrastructural Facilities : i) No. of Class-rooms

ii) Office Room

iii) Library room

iv) Students' common room

v) Staff room

vi) Sanitary arrangement (Number separately for Boys and Girls)

vii) Play ground (with a brief description of games and sports materials

viii) Electricity

ix) Others

17. Residential facilities :

For staff — Number of quarters

a) Teaching staff

b) Non-teaching staff

For Students — Accommodation

Boys' Hostel

Girls' Hostel

18. Sanctioned strength of students in each category and actual number :

Sanctioned Strength		Actual Strength	
In-Service	Freshers	In-Service	Freshers

19. Teacher student ratio in training colleges

20. Work load of teacher educators
Theory

Practice

21. Eligibility requirement : in each

22. The mode/structure of teacher education :
i) Traditional model
ii) Integrated model
iii) Comprehension model

23. No. of teacher trainees in each category

24. Attempt to reform the system

Attempt

Impact

Bottle-necks

Comment from the Head of the institution

25. Curriculum (all types of Institutions)

A. Theory

i) Name of Papers

Compulsory

Optional

ii) Method of curriculum transaction

Lecture with minimum number

Seminar with minimum number

Tutorial with minimum number

Mode/Method

Student participation

Any other

B. Practice of Education — Practical/Field work

i) No. of subjects to be taught

ii) No. of lessons to be delivered

iii) No. of lessons to be examined

iv) Model lessons/criticism lesson

v) Students' involvement in M.L. and supervision

vi) Method and mode of supervision

vii) School experiences

viii) Community participation

ix) Leadership development programme co-curricular activities.

x) Model/Experimental School

Duration of programme / Analysis of Hours of work

i) Theory

ii) Practice

Evaluation

1. Traditional
2. Modern
3. Combined
4. Annual or Semester
5. Weightage between theory and practice — Ratio
6. Weightage between external and internal — Ratio
7. Practice by specialist or general comment

26. Innovative practices and educational technology

27. i) Teachers' grievances and Mechanism to solve

ii) Promotioanl avenues

iii) Provisions for academic growth

iv) Headship (its nature, rotating or not)

28. Objectives of the programme, if mentioned

i) Objectives of courses, if mentioned

ii) Whether the objectives can be realised by
a) Curriculum

b) Way it is transacted

iii) Skills/competencies being valued or not

29. Any other

SUMMARY OF THE DATA COLLECTED

(as on the date of visit by the investigators)

A. GENERAL INFORMATION

		PTTI	B. Ed.	B. P. Ed.
1.	NUMBER OF INSTITUTIONS	50 (54)	39 (47)	9

2. TYPE OF GOVERNANCE

a) State Administrative Dept.

b) Government Sponsored

c) Private

d) Autonomous Body

PTTI

	Governing Body	Non Governing Body
a	14	15
b	15	-
c	4	1
d	-	-
	33	16

e. Run by a Trustee Board or Mission - 1

B. Ed.

	Governing Body	Non Governing Body
a	4	4
b	6	
c	18	2
d	4	
	32	6

e. Run by a Trustee Board or Mission - 1

B. P. Ed.

	Governing Body	Non Governing Body
a	5	-
b.	-	
c.	2	-
d.	2	-
	9	-

3. TOTAL NUMBER OF TRAINEES

PTTI

Students	General	SC	ST	Ph	Total
Boys	1387	267	86	13	1753
Girls	633	114	39	9	795
	2020	381	125	22	2548

Grand Total = 2548

B. Ed.

Students	General	SC	ST	Ph	Total
Boys	3061	850	152	13	4076
Girls	2787	316	53	13	3169
	5848	116[illegible]	205	26	[illegible]

Grand Tot[illegible] 24[illegible]

B. P. Ed.

Students	General	SC	ST	Ph	Total
Boys	200	90	22		312
Girls	97	28	5		130
	297	118	27		442

[illegible] 442

PPTI - PRIMARY TEACHERS TRAINING INSTITUTE
B.Ed - BACHELOR OF EDUCATION
B.P.Ed - BACHELOR OF PHYSICAL EDUCATION

B. PHYSICAL INFRASTRUCTURE

		PTTI	B. Ed.	B. P. Ed.
1.	BUILDING	Own Building = 49 Attached with general school = 1	Own Building = 23 Attached with general colleges 16	Own Building 7 Rented Building 1 Attached with B Ed college = 1
2.	CLASS ROOMS (NUMBER)	Average = 3 rooms	Average = 4 rooms	Average = 3 rooms
3.	OFFICE ROOM (NUMBER)	Average = 1 room	Average = 2 rooms Present = 30 Institutions Attached with general colleges = 9 Institutions	Average = 1 room Present Separately = 7 Institutions Management Attached = 2Institution
4.	STAFF ROOM (NUMBER)	Average 1	Average = 1	Average = 1
5.	STUDENTS' COMMON ROOM	Average = 1	Average = 1	Average = 1Room
6.	LABORATORY	Average = 1	Average = 1 2	Laboratory present in 3 Institutions Gymnasium present in 6 Institutions
7.	a) LIBRARY	Average = 1	Average = 1	Average = 1 present = 7 Institutions Attached with B. Ed. College = 1
	b) NO. OF BOOKS	Maximum = 5750 Books Minimum = 450 Books Average = 1050 Books	Maximum = 10,000 Books Minimum = 1,000 Books Average = 5,756 Books	Maximum = 5,000 Books Minimum = 400 Books Average = 1070 Books
8.	TEACHING AIDS : a) BLACK BOARD	Maximum = 16 Black Boards Minimum = 2 Black Boards Average = 7 Black Boards	Maximum = 10 Black Boards Minimum = 3 Black Boards Average = 6 Black Boards	Maximum = 4 Black Boards Minimum = 1 Black Board Average = 3 Black Boards

b) GLOBE, MAP, CHART ETC.	Available	Available	Available in 9 Institutions
c) AUDIO/VISUAL AIDS	Available = 12 Institutions Not available = 38 Institutions Audio-visual aids are not used widely	Available = 30 Institutions Not Available = 8 Institutions Jointly available = 1 Institution	Available
9. SANITARY ARRANGEMENT	Available	Available	Available
10. PLAY GROUND	Present	Present	Present = 8 Institutions In case of 1 Institution playground is under construction
11. GAMES AND SPORTS MATERIAL	Available	Available	Available = 9 Institutions
12. ELECTRICITY	Available	Available	Available 9 Institutions
13. PHONE	Available = 15 Institutions Not Available = 35 Institutions	Available = 34 Institutions Not Available = 5 Institutions	Present – 2 Institutions Attached with B Ed College 1 Nil = 6 Institutions
14. RESIDENTIAL FACILITIES a) TEACHING	Available = 38 Institutions Partially available = 4 Institutions Nil = 8 Institutions	Available = 4 Institutions Partially Available = 2 Institutions Not Available = 33 Institutions	Available = 3 Institutions In the offing = 6 Institutions
b) NON-TEACHING	Available – 32 Institutions Partially available – 1 Institution Not Available 17 Institutions	Available = 8 Institutions Not Available = 31 Institutions	Available = 3 Institutions Not Available = 6 Institutions
c) STUDENT ACCOMMODATION BOYS	Maximum = 150 Minimum = 4 Accommodation available = 37 Institutions	Maximum = 120 Minimum = 13 Accommodation available in 15 Institutions	Maximum = 90 Minimum = 50 Accommodation available in 6 Institutions
GIRLS	Maximum = 100 Minimum = 2 Accommodation available – 33 Institutions	Maximum = 200 Minimum = 4 Accommodation available in 15 Institutions	Maximum = 70 Minimum = 25 Accommodation available in 4 Institutions

C. FINANCE:

	PTTI	B.Ed.	B.P. Ed.
FEE-STRUCTURE : i) GOVERNMENT RATE	In Government and Government sponsored Institutions, there is no fee	In Government and Government sponsored Institutions, there is no fee	In Government and Government Sponsored Institutions. there is no fee
ii) OWN RATE (IN CASE OF PRIVATE INSTITUTION)	Generally in Private Institution Rs 600/- per annum from each student (average)	Generally in Private Institution Rs 850/- per year is charged charged (average).	Generally in Private Institution near about Rs 780/- per year is charged (average)
STIPEND	Rs 40/- for each boarder per month for 10 months and Rs 30/- per month for each day-scholar for 10 months **Comment:** In case of SC/ST. Rs 80/- for each student is given from DSE only	Rs. 75/- per month for each student for 10 months **Comment :** In case of SC/ST student. stipend is given to the students from University directly	Rs 75/- per month for each student **Comment :** In case of SC/ST student. stipend is given to the students from University directly

D. MAN-POWER

		PTTI	B. Ed.	B. P. Ed.
1	STAFF PATTERN (ACADEMIC)	APPROVED POSTS: 340 VACANT POSTS: 84	APPROVED POSTS: 315 VACANT POSTS: 113	APPROVED POSTS: 47 VACANT POSTS: 8
2	ELIGIBILITY CRITERIA OF TEACHER	a) Master degree with B Ed or other equivalent to B Ed b) Art and craft teacher Music (Diploma with H.S./ Graduation)	Master degree with B T or B Ed or other equivalent to B Ed	Bachelor / Master degree with M P Ed
3.	STAFF PATTERN (NON-ACADEMIC)	APPROVED POSTS: 321 VACANT POSTS: 91	APPROVED POSTS: 483 VACANT POSTS: 54	APPROVED POSTS: 32 VACANT POST: 1
4	STRENGTH OF STUDENT	SANCTIONED: PRE SERVICE 1538, IN-SERVICE 327; ACTUAL: PRE SERVICE 1507, IN-SERVICE 341	SANCTIONED: PRE.-SERVICE 4110, IN-SERVICE 1421; ACTUAL: PRE SERVICE 6150, IN SERVICE 1075	SANCTIONED: PRE-SERVICE 420, IN SERVICE 95; ACTUAL: PRE-SERVICE 441, IN-SERVICE N A
5.	LOAD OF TEACHER-EDUCATOR (PER WEEK)	DEPENDING ON NUMBER OF TEACHER THEORY: Maximum = 15, Minimum = 4, Average = 5 PRACTICE: Maximum = 12, Minimum = 3, Average = 7	DEPENDING ON NUMBER OF TEACHER THEORY: Maximum = 18, Minimum = 5, Average = 9 PRACTICE: Maximum = 9, Minimum = 1, Average = 4	DEPENDING ON NUMBER OF TEACHER THEORY: Maximum = 16, Minimum = 4, Average = 8 PRACTICE: Maximum = 23, Minimum = 5, Average = 12
6	TEACHER-STUDENT RATIO	TEACHER: 1 STUDENT: 10	TEACHER: 1 STUDENT: 38	TEACHER: 1 STUDENT: 7
7.	PROVISION FOR ACADEMIC GROWTH OF TEACHER	Only study leave may be sanctioned May attend other enrichment courses	Only study leave may be sanctioned May attend other enrichment courses	Only study leave may be sanctioned May attend other enrichment courses
8	PROMOTIONAL AVENUES OF TEACHER	According to Scale & qualification	According to Scale & qualification	According to Scale & qualification
9	NATURE OF HEADSHIP	ROTATING: FIXED: 50	ROTATING: 2, FIXED: 37	ROTATING: 2, FIXED: 7

E. ACADEMIC INFORMATION :

PTTI

1.	ADMISSION CRITERIA	Admission Test		On the basis of Marks	Quota System				Admission test & on the basis of Marks
		Written Test	Interview		SC	ST	PH	OTH	
		–	✓	✓	381	125	22	–	–

		YEAR	APPEARED	PASSED	1ST CLASS	2ND CLASS
2.	RESULTS OF PAST 3 YEARS	1993	2605	2341 89 86%	1472 56 50%	792 30 40%
		1994	2365	2153 91 03%	1536 64 94%	601 25 41%
		1995	2256	2050 90 86%	1697 75 22%	397 17 59%

3.	CURRICULUM CURRICULUM FRAMEWORK	Directorate of School Education
4.	EXAMINING BODY	Directorate of School Education
5.	DURATION OF PROGRAMME	House THEORY MAXIMUM = 790 HRS AVERAGE 506 HRS PRACTICE MAXIMUM = 862 HRS AVERAGE 410 HRS
6.	METHOD OF CURRICULUM TRANSACTION	Subject cented Activity based experience based, integrated manner
7.	THEORY : a) NAME OF COMPULSORY PAPERS	Modern trends in Edu Child Psychology School Organisation and Administration and Evaluation Language Arithmatic Geography History Natural Science Health & Physical Education Craft Work related to direct experience music fine arts
	b) NUMBER OF COMPULSORY PAPERS	8
	c) NUMBER OF METHOD PAPERS	5
	d) NUMBER OF OPTIONAL PAPERS	1

B. Ed.

1.	ADMISSION CRITERIA	Admission Test		On the basis of Marks	Quota System				Admission test & on the basis of Marks
		Written Test	Interview		SC	ST	PH	OTH	
		–	✓	✓	1 66	205	26	–	–

		YEAR	APPEARED	PASSED	1ST CLASS	2ND CLASS
2.	RESULTS OF PAST 3 YEARS	1993	6218	5346 85 97%	1484 23 66%	38,0 61 27%
		1994	6354	5369 84 49%	1838 28 92%	3344 52 62%
		1995	6955	5960 85 69%	2130 30 60%	3963 56 98%

3.	CURRICULUM CURRICULUM FRAMEWORK	* UNIVERSITY PRESCRIBED CURRICULUM * CALCUTTA 18 * BURDWAN 6 * KALYANI 1 * JADAVPUR 1 * VISWA BHARATI 1 * VIDYASAGAR 5 * NORTH BENGAL 6 * RABINDAR BHARTI 1
4.	EXAMINING BODY	University
5.	DURATION OF PROGRAMME	House THEORY MAXIMUM = 720 HRS AVERAGE 460 HRS PRACTICE MAXIMUM = 335 HRS AVERAGE 180 HRS
6.	METHOD OF CURRICULUM TRANSACTION	Subject cented Activity based experience based integrated manner
7.	THEORY : a) NAME OF COMPULSORY PAPERS	Principles of Education Psychology Development of Education in Modern India School Organisation Instructional Science
	b) NUMBER OF COMPULSORY PAPERS	4
	c) NUMBER OF METHOD PAPERS	2
	d) NUMBER OF OPTIONAL PAPERS	1
		Comment It depends upon University Curriculum

B. P. Ed.

1.	ADMISSION CRITERIA	Admission Test		On the basis of Marks	Quota System				Admission test & on the basis of Marks
		Written Test	Interview		SC	ST	PH	OTH	
		–	✓	✓	118	27	–	–	–

		YEAR	APPEARED	PASSED	1ST CLASS	2ND CLASS
2.	RESULTS OF PAST 3 YEARS	1993	212	209 99 30%	73 4. 25%	135 57 34%
		1994	217	209 99 51%	77 34 69%	126 60 54%
		1995	280	275 98 08%	113 47 36%	169 54 06%

3.	CURRICULUM CURRICULUM FRAMEWORK	* UNIVERSITY PRESCRIBED CURRICULUM * CALCUTTA 3 * BURDWAN 2 * KALYANI 1 * JADAVPUR 1 * VISWA BHARATI * VIDYASAGAR 1 * NORTH BENGAL 1 * RABINDAR BHARTI
4.	EXAMINING BODY	University
5.	DURATION OF PROGRAMME	House THEORY MAXIMUM = 678 HRS AVERAGE 560 HRS PRACTICE MAXIMUM = 913 HRS AVERAGE 658 HRS
6.	METHOD OF CURRICULUM TRANSACTION	Subject cented Activity based experience based integrated manner
7.	THEORY : a) NAME OF COMPULSORY PAPERS	Principles of Education Organisation & Administration Methodology Officiating and Coaching Psychology Anatomy Physiology Kinesiology Camping & Recreational Activities
	b) NUMBER OF COMPULSORY PAPERS	7
	c) NUMBER OF METHOD PAPERS	2
	d) NUMBER OF OPTIONAL PAPERS	1
		Comment It depends upon University Curriculum

e) SEMINAR WITH MINIMUM NUMBER	Occurs in 37 out of 50 Institutions Maximum = 5 Minimum = 1	Occurs in 25 out of 39 Institutions Maximum = 5 Minimum = 1, Average = 3	Occurs in 4 out of 9 Institutions
f) TUTORIAL WITH MINIMUM NUMBER	Occurs in 41 out of 50 Institutions Maximum = 48 Minimum = 10	Occurs in 22 out of 39 Institutions Maximum = 100 Minimum = 10, Average = 36	Occurs in 3 out of 9 Institutions
STUDENT PARTICIPATION	Compulsory	Compulsory	Compulsory
PRACTICE OF EDUCATION a) NUMBER OF SUBJECTS TO BE TAUGHT	5	2	2
b) NUMBER OF LESSONS TO BE DELIVERED	Maximum = 20 + 20 Minimum = 10 + 10	Maximum = 20 + 20 Minimum = 10 + 10	Maximum = 20 + 20 Minimum = 10 + 10
c) NUMBER OF LESSONS TO BE EXAMINED	Maximum = 20 + 20 Minimum = 10 + 10	Maximum = 20 + 20 Minimum = 10 + 10	Maximum = 20 + 20 Minimum = 10 + 10
d) MODEL LESSON / CRITICISM LESSON	1 macro and 1 micro teaching	2 (1+1)	2 (1+1)
e) STUDENTS INVOLVEMENT IN MODEL LESSON AND METHOD OF SUPERVISION	Supervised by both external and internal examiners	Supervised by both external and internal examiners	Supervised by both external and internal examiners
f) LEADERSHIP DEVELOPMENT AND CO-CURRICULAR ACTIVITIES	Cultural programme excursion Bratachari Gardening Literacy programme	Environmental awareness, excursion. Literacy campaign cultural programme etc	Educational tour, leadership, camp, Bratachari cultural programme etc
g) MODEL / EXPERIMENTAL SCHOOL	2	1	.
h) USE OF INNOVATIVE PRACTICES AND EDUCATIONAL TECHNOLOGY	In a few Institutions projector epidioscope tapere corder are present but these are not poperly used due to lack of skilled hands	Out of 39 Institutions 30 have the following aids proje tor epidioscope overhead proje tor etc But the aids are not used properly in [illegible] cases	Auto Visual aids used but not satisfactorily

F. EVALUATION :

		PTTI	B. Ed.	B. P. Ed.
a)	METHOD	Modern	Modern	Modern
b)	ANNUAL OR SEMESTER	Annual	Annual	Annual
c)	WEIGHTAGE BETWEEN THEORY AND PRACTICE	1 : 1	Depending upon University Curriculum	Depending upon University Curriculum
d)	WEIGHTAGE BETWEEN EXTERNAL AND INTERNAL	276/690 164/410	Depending upon University Curriculum	Depending upon University Curriculum
e)	SKILL/ COMPETENCIES VALUED/OR NOT	Valued	Valued	Valued
f)	PRACTICED BY	Internal and External Examiner	Internal and External Examiner	Internal and External Examiner
G	**OPINION FROM THE HEAD OF THE INSTITUTION : ATTEMPT TO REFORM THE EXISTING SYSTEM** i) ATTEMPTS	1 Syllabus should be revised 2 More emphasis should be given on practice teaching including demonstration project work 3 Duration of course should be extended upto 2 years 4 Semester system should be introduced for proper evaluation 5 A model/experimental school must be attched to the Institution 6 Innovative practices and educational technology should be followed 7 Residential facilities should be introduced. 8. Follow up system and refresher course are to be intorduced	1 Syllabus should be recast practical biased including demostration, project work 2 More weightage is to be given on method subject 3 Duration of programme to be extended in conformity with the syllabus upto 2 years. 4 Follow up system and refresher courses are to be introduced 5 These courses must be residential 6 Modern system of educational technology, educative tools and techniques are to be used 7 A model/experimental school should be attached	1 Syllabus should be revised 2 Duration of programme extended upto 2 years 3 Residential facilities required in case of both teacher and student 4 Follow up system and refresher course to be introduced
	ii) IMPACTS	Objectives of the curriculum will be fulfilled	Objectives of B.Ed. curriculum will be fulfilled	Objectives of B. P. Ed curriculum will be fulfilled

List of Teacher Education Institutions in West Bengal

Sl. No.	Name of the Institute (PTTIs)	Address
1.	Jhargram Govt. PTTI	P.O. Jhargram Dist. Midnapur
2.	Deuli Govt. PTTI	P.O. Belda Dist. Midnapur
3.	Kelomal Govt. PTTI	P.O. Kelomal Dist . Midnapur
4.	Midnapur Govt. PTTI	P.O. & Dist. Midnapur
5.	Radhanagar Govt. PTTI	P.O. South Radhanagar Dist. Howrah
6.	Jagatballavpur Govt. PTTI	P.O. Jagatballavpur Dist. Howrah
7.	Govt. sponsored PTTI (for Hindi Medium)	37/1 Bhairab Dutta Lane P.O. Salkia Dist. Howrah
8.	Calcutta Women's Govt. PTTI	20-B, Judges Court Road Hastings House. Calcutta - 70
9.	Beltala Govt. sponsored PTTI	98 , Beltala Road Calcutta - 7000 19
10.	Saroj Nalini PTTI Road.Calcutta - 700019	23/1, Ballygunj Station
11.	Vidyasagar Bani Bhavan PTTI	294/3, Acharya Prafulla Chandra Road, Calcutta-9
12.	Loreto St. Mary's R.C. PTTI	1, Convent Lane P.O. Tangra, Calcutta-15
13.	United Missionary PTTI	1, Ballygunge Circular Road, Calcutta - 19
14.	Bramho PTTI	211/1, Bidhan Sarani Calcutta - 6

Sl. No.	Name of the Institute	Address
15.	Bara Andulia Govt. PTTI	P.O. Bara Andulia Dist. Nadia
16.	Dharmada Govt. PTTI	P.O. Dharmada Dist. Nadia
17.	Prajnanananda Govt. PTTI Dist. Nadia	P.O. Bara Jagulia
18.	D. L. Roy Govt. PTTI	P.O.-Krishnanagar Dist.-Nadia
19.	Krishnanagar Govt. PTTI	P.O.-Krishnanagar Dist.-Nadia
20.	Banipur Govt. P.T.T.I. Dist.-North 24 Parganas	P.O.-Banipur (Unit - I)
21.	Ramkrishna Mission Boys' Home PTTI	P.O.-Rahara Dist.-North 24 Parganas
22.	Bibhuti Bhusan Govt. PTTI	P.O.-Ghatbour, Via-Bangaon Dist.-North 24 Parganas
23.	Banipur Govt. PTTI (Unit-II)	P.O.-Banipur Dist.-North 24 Parganas
24.	Kulpi Govt. PTTI	P.O.-Kulpi Dist.-South 24 Parganas
25.	Siksha Sangha PTTI	P.O.-Bishnupur, Via-Alipore Dist.-South 24 Pargarnas
26.	Ramkrishna Sarada Mandir PTTI (Unit-I)	P.O.-Sarisha Dist.-South 24 Parganas
27.	Ramkrishna Sarada Mandir PTTI (Unit-II)	P.O.-Sarisha Dist.-South 24 Parganas
28.	Gandhigram Govt. PTTI	P.O.-Rajhat Dist.Hooghly
29.	Raja Rammohan Roy Govt. PTTI	P.O.-Langulpara Dist.-Hooghly

Sl. No.	Name of the Institute	Address
30.	Itachuna Govt. sponsored PTTI	P.O.-Itachuna Dist.-Hooghly
31.	Urdu Medium Govt. PTTI	P.O.-Nalikul Dist.-Hooghly
32.	Siksha Niketan Govt. PTTI	P.O.-Kalanabagram Dist.-Burdwan
33.	Katwa Govt. PTTI	P.O.-Katwa Dist.-Burdwan
34.	Vidyanagar Govt. PTTI	P.O.-Vidyanagar Dist.-Burdwan
35.	Saktigarh PTTI (Unit-I)	P.O.-Barsul Dist.-Burdwan
36.	Saktigarh Govt. sponsored PTTI (Unit-II)	P.O.-Barsul Dist.-Burdwan
37.	Sabrakone Govt. PTTI Dist.-Bankura	P.O.-Sabrakone
38.	Chhandar Govt. PTTI	P.O.-Chhandar Dist.-Bankura
39.	Purulia PTTI	P.O.-Vivekananda Nagar Dist.-Purulia
40.	Shyampahari Govt. PTTI	P.O.-R.L. Sikshapith Dist.-Birbhum
41.	Md. Bazar Govt. sponsored PTTI	P.O.-Md. Bazar Dist.-Birbhum
42.	Siksha Charcha Govt. sponsored PTTI	P.O.-Sriniketan Dist.-Birbhum
43.	Ramkrishna Mission Sargachhi, Ashram PTTI	P.O.-Sargachhi Ashram Dist.-Murshidabad
44.	Berhampore Govt. PTTI	P.O.-Berhampore Dist.-Murshidabad
45.	Cooch Behar Govt. PTTI	P.O.-Cooch Behar Dist.-Cooch Behar

Sl. No.	Name of the Institute	Address
46.	Nigamananda Siksha Niketan PTTI	P.O.-Nigananda, Via Dinhata Dist.-Cooch-Behar
47.	Sovanagar Govt. PTTI	P.O.-Sovanagar Dist.-Malda
48.	Tarangapur Govt. PTTI	P.O.-Tarangapur Dist.-Uttar Dinajpur
49.	Ramgunj Govt. PTTI	P.O.-Ramgunj Dist.-Uttar Dinajpur
50.	Balurghat Govt. PTTI	P.O.-Kamarpara Dist.-Dakshin Dinajpur
51.	Kalimpong Govt. PTTI (for Nepali candidates)	P.O.-Kalimpong Dist.-Darjeeling
52.	Sri Ramkrishna Govt. sponsored Darjeeling PTTI (Nepali Medium candidates only)	P.O. & Dist.
53.	Jalpaiguri Govt. PTTI	P.O.-Jalpaiguri Dist.-Jalpaiguri
54.	Belakoba Govt. PTTI	P. O. Belakoba Dist.-Jalpaiguri

B. Pre-Primary Teachers' Training Institutes

1.	Chittaranjan Teachers' Training Institute	Nafar Kundu Lane Calcutta-700026
2.	Gokhle Memorial School (Training Section)	Harish Mukherje Road Calcutta - 700025

C. B. Ed., P.G.B.T. Colleges/Departments

1.	Sevayatan B.T. College	P.O.-Sevayatan Dist.-Midnapore
2.	Vidyasagar Teachers' Training College	P.O. & Dist. Midnapore

Sl. No.	Name of the Institute	Address
3.	B. Ed. Department Panskura Banamali College	P.O.-Panskura Dist.-Midnapore
4.	B. Ed. Department Contai P.K. College	P.O.-Contai Dist.-Midnapore
5.	B. Ed. Department Tamralipta Mahavidyalaya	P.O.-Tamluk Dist.-Midnapore
6.	Yogada Satsanga Palpara Mahavidyalaya	P.O.-Palpara Dist.-Midnapore
7.	R. K. Siksha Mandira	P.O.-Belurmath Dist.-Howrah
8.	B. Ed. Department Uluberia College	P.O.-Uluberia Dist.-Howrah
9.	B. Ed. Department Bijoy Krishna Girls' College	5/3, Mahatma Gandhi Road. Dist.-Howrah
10.	David Hare Training College	25/3, Ballygunge Circular Road, Calcutta-19
11.	Institute of Education for Women	20B, Judges Court Road, Hasting House, Alipore, Calcutta-700027
12.	Teachers' Training Deptt. Calcutta University	U.C.A.C./Alipur Campus 1, Reformatory Street, Calcutta -27
13.	Jadavpur Vidyapith College of Education	Jadavpur University Calcutta-700032
14.	All Bengal Teachers' Training College	P-14, Ganesh Ch. Avenue Calcutta-700013
15.	Calcutta Girls' B.T. College	6/1, Swinhoe Street Calcutta-700019
16.	B.Ed. Department St. Xavier's College	30, Park Street Calcutta-16
17.	B. Ed. Department Scottish Church College	1 & 3 Urchuhart Square Calcutta-700006

Sl. No.	Name of the Institute	Address
18.	B. Ed. Department Sree Sikshayatan College	11, Lord Sinha Road Calcutta-700016
19.	B. Ed. Department Acharya J.C. Bose College	1/1A, Acharya J.C. Bose Rd. Calcutta-700020
20.	B. Ed. Department Loreto College	7, Middleton Row Calcutta-700071
21.	B. Ed. Department Rabindra Bharati University	E.B. Campus, 56A, B.T. Road, Calcutta - 50
22.	B. Ed. Department Kalyani University	P.O.-Kalyani Dist.-Nadia
23.	Shimurali Sachinanda College of Education	P.O.-Shimurali Dist.-Nadia
24.	Ramkrishna Mission Boys' Home Brahmananda Post Graduate Basic Training College	P.O.-Rahara Dist.-North 24 Parganas
25.	Gopal Ch. Memorial College of Education	P.O.-New Barrackpore Dist.-North 24 Parganas
26	Gandhi Centenary B.T.College	P.O.-Habra Dist.-North 24 Parganas
27.	Nandalal Ghosh B.T. College	P.O.-Madral Dist.-North 24 Parganas
28.	B. Ed. Department Gobordanga Hindu College	P.O.-Gobordanga Dist.-North 24 Parganas
29.	Govt. College of Education Banipur	P.O.-Banipur Dist.-North 24 Parganas
30.	B.Ed. Department Fakirchand College	P.O.-Diamond Harbour Dist. South 24 Parganas
31.	Government Training College	P.O.-Hooghly Dist.-Hooghly
32.	Institution of Education for Women	P.O.-Chandannagar Dist.-Hooghly

Sl. No.	Name of the Institute	Address
33.	R. K. Saradapith B.Ed. College	P.O.-Anur Dist.-Hooghly
34.	University Institute of Science Education, University of Burdwan	P.O.-Burdwan Dist.-Burdwan
35.	B. Ed. Department Kalna College	P.O.- Kalna Dist.-Burdwan
36.	B. Ed. Department Katwa College	P.O.-Katwa Dist.- Burdwan
37.	Govt. College of Education, Burdwan	Ramkrishna Road, P.O.-Burdwan Dist.-Burdwan
38.	Vinoy Bhavan, Viswa Bharati University	Santiniketan Dist.-Birbhum
39.	Union Christian Training College	P.O.-Berhampore Dist.-Murshidabad
40.	Nikhil Banga Sikshan Mahavidyalaya	P.O.-Bishnupur Dist.-Bankura
41.	Sponsored Teachers' Training	P.O.-Purulia College Dist.-Purulia
42.	University B.T. College North Bengal University	P.O.-Cooch Behar Dist.-Cooch Behar
43.	Government Teachers' Training College	P.O.-Malda Dist.-Malda
44.	Rayganj B. Ed. College Karnojora Housing Estate	P.O.-Rayganj Dist.-Uttar Dinajpur
45.	Sree Ramkrishna B.T. College Bagmari House,	P.O.-Darjeeling Dist.-Darjeeling
46.	Siliguri B. Ed. College	P.O.-Kadamtala, Siliguri Dist.-Darjeeling
47.	A.C. Training College	P.O.-Jalpaiguri Dist.-Jalpaiguri

D. Institute

1.	Institute of English	119, S.P. Mukerjee Road Calcutta-700026

E. B. P.Ed. (Bachelor of Physical Education) Colleges/Departments, West Bengal

Sl. No.	Name of the College	Address
1.	Department of Physical Education Kalyani University	P.O. Kalyani Dist.-Nadia
2.	State Institute of Physical Education	Hasting House, 20-B Judges Court Road, Calcutta-700027
3.	Department of Physical Education Jadavpur University	Jadavpur Calcutta - 700032
4.	Department of B.P. Ed. Nikhil Banga Siksha Mahavidyalaya	P.O.-Bishnupur Dist.-Bankura
5.	Department of B.P. Ed. Sevabharati Mahavidyalaya	P.O.-Kapgari Dist.-Midnapore
6.	Govt. Physical Education College for Women	Chakgari P.O. & Dist.-Hooghly
7.	Govt. College of Physical Education for Women	P.O.-Dinhata Dist.-Coochbehar
8.	Department of Physical Education Union Christian Training College	P.O.-Berhampore Dist.-Murshidabad
9.	P.G. Training College for Physical Education	P.O.-Banipur Dist.-North 24 Parganas

Govt. Order Regarding Admission to B.Ed. Colleges

Government of West Bengal
EDUCATION DEPARTMENT
C.S. (Trg.) Branch

No. 158 Edn (cs) Dated Calcutta the 12 th Feb. 1990 14a-4/81

Sub : Admission to B. Ed. Training Course.

2. Marks should be awarded as follows for performance in examinations and extra curricular acitvities :

1. M. Phil/M. Litt/D.Phil / D.Sc.	10
2. M.A./M.Sc/M.Com or Equivalent.	
a. 70 % and above	20
b. 60 % to 69 %	18
c. 50 % to 59 %	14
d. 40 % to 49 %	10
3. B.A. /B.Sc/B.Com (Hons) or Equivalent.	
a. 70 % and above	20
b. 60 % to 69 %	18
c. 50 % to 59 %	14
d. 40 % to 49 %	10
4. B.A. /B.Sc/B.Com (Pass Course) or Equivalent .	
a. First Division	08
b. Second Division	06
c. P. Division	04
5. H.S. (New) P.U./I.A./I.Sc./I.Com or Equivalent.	
a. 85 % and above	20
b. 80 % to 84 %	18
c. 70 % to 79 %	16

d. 60 % to 69 %	14
e. 50 % to 59 %	10
f. 40 % to 49 %	08
g. P. Division / Compartmental	06

6. H.S. (Old) P.U./I.A./I.Sc./I.Com or Equivalent.

a. 85 % and above	40
b. 80 % to 84 %	36
c. 70 % to 79 %	32
d. 60 % to 69 %	28
e. 50 % to 59 %	20
f. 40 % to 49 %	16
g. P. Division / Compartmental	12

7. Madhyamik / S. F or Equivalent.

a. 85 % and above	20
b. 80 % to 84 %	18
c. 70 % to 79 %	16
d. 60 % to 69 %	14
e. 50 % to 59 %	10
f. 40 % to 49 %	08
g. P. Division / Compartmental	06

i. Proficiency/participation in activities belonging to any two of the following categories will be taken into account: a. Games Sports. b. Music (Vocal or Instrumental), c. Dance, Drawing Painting/Modelling/Craft Work, e. Drama Recitation. Each activity will have 5 marks and the principle of Evaluation will be as follows:

ii. Proficiency/Participation at College/ University level	1
iii. Proficiency/Participation at inter-College (University District level)	2
iv. Proficiency/Participation at inter-District level (State wise)	3
v. Proficiency/Participation at State level	4
vi. Proficiency/Participation at National level	5

Recruitment Rules of Primary Teachers and Their Upward Mobility

Generally speaking, position of Primary School Teachers in non-Govt. Schools is at par with Govt. School Teachers so far as benefits of pay, superannuation , leave, etc. are concerned.

The provisions of the recruitment of teachers in primary schools covered under West Bengal Primary Education Act, 1973 as stated in G.O.No. 768 Edn (P) dt. 22.11.91 are as follows :

1. A teacher is required to retire on completion of sixtieth year of his age.

2. A Primary School under the jurisdiction of the Council shall ordinarily have one teacher for every forty pupils or part thereof , not being less than twenty. A second teacher may be admissible when the roll strength exceeds sixty only :

Provided that in hilly, forest or other thinly populated areas, a primary school may, with the approval of the Director , be opened with one teacher for fifteen pupils .

3. A teacher under a Primary School Council will be appointed if he is :

i. School Final / Madhyamik pass or equivalent , or

ii. Higher Secondary (XI Class) pass under the West Bengal Board of Secondary Education or equivalent .

iii. The decision of the State Government on the question of equivalence for the purpose of sub-rule (b) shall be final.

iv. No extra credit shall be given for higher academic qualification at the time of selection of a teacher :

Provided that a trained candidate shall be given extra credit in the manner prescribed under sub-rule (c) of rule 9.

v. A trained candidate belonging to scheduled tribe category who has not passed Madhyamik examination or its equivalent shall be eligible for appointment as teacher in primary school.

4. He must be employment exchange sponsored candidate .

5. During selection of candidate :

Credit shall be given and computed in the following manner :

i. There shall be 100 marks in total as full marks.

ii. The full marks shall be allotted to four different aspects of the candidate's eligibility in the following manner :

1.	Academic qualification	65 marks
2.	Training	20 marks
3.	Written Test/Oral interview	10 marks
4.	Co-curricular activity	05 marks
	Total :	100 marks

iii. The percentage of marks to the total full marks obtained by the candidate in School/Final Madhyamik/Higher Secondary (XI Class) shall be computed as percentage of 65 and recorded in the score sheet , and if a candidate has passed two of the above public examinations , the better result only shall be computed.

iv. The percentage of marks of the total full marks obtained in Junior Basic Training Certificate Examination or equivalent shall be computed as percentage of 20 (twenty) and recorded in the score sheet.

v. Marks obtained in the interviews shall be recorded in the score sheet.

vi. In awarding the marks for co-curricular activities one mark shall be credited for each of the certificates mentioned below.

A. A certificate that he/she has represented the district in the State level games/sports, issued by district level sports authority.

B. A certificate that he/she has shown excellence in cultural activities representing the district in State level competitions issued by district level authority .

C. Minimum "A" certificate of National Cadet Corps .

D. A certificate of successful participation in literating the illiterates by a district level officer, and

E. A Diploma/Certificate in Music/Arts and Crafts on completion of a course of at least one year's duration from any University/ recognised Government institution

Provided that the maximum of such marks to be credited shall not exceed five.

vii. 18 (eighteen) marks shall be credited for academic qualification to an eligible candidate belonging to Scheduled Tribe category who have requisite qualification as mentioned in sub- rule (e) of rule 6. Awarding of marks for training , interview and co-curricular activities shall be done in accordance with clauses (iv) , (v) and (vi) respectively.

Appointment of Head teachers :

The Council shall appoint head teachers from a panel of senior-most primary teachers possessing requisite qualifications as laid down in sub - rule (a) and (b) of rule 6 and who have obtained a Junior Basic Training Certificate/Primary Teachers' Training Certificate and shall appoint a Head teacher in every primary school within jurisdiction of the Council.

Preparation of Panel : A Panel of head teachers shall be prepared by the Council and the names of such head teachers shall be arranged according to their seniority in service .

Posting : Head teachers may be posted in such primary schools where no head teacher is posted or the post of the head teacher is vacant.

Joining Time : A Head teacher shall join his post within a period specified by the Council, failing which his appointment as head teacher may be cancelled and his name may be struck off from the panel of head teachers without any further communication , and the person whose name appears next in the panel of head teachers, shall be appointed and posted as head teacher in the post.

The total marks obtained by each candidate for academic qualification, training and co-curricular activities shall be computed in the manner prescribed in the appointment procedure.

Revised Scales of pay w.e.f. 01.01.86

SL. No.	Name of Service/ Post with qualification	Scale of pay and special pay
	State Government sponsored or aided Primary School / Junior Basic Schools (Including Pre-Basic Schools)	
1.	**Teacher**	
	i. For trained Matriculate/School Final/Madhyamik passed or Equivalent	1040 - 1920
	ii. For untrained Matriculate/Madhyamik passed or Equivalent	980 - 1755
	iii. For Non- Matric/Non-School Final / Non-Madhyamik passed school mother and craft teacher	920 - 1617
2.	**Head Teacher**	i. Grade pay as teacher according to Sl.No. 1 above ii. special pay Rs. 70.00 for all.

ABBREVIATIONS

1. **B.Ed.** : Bachelor of Education
2. **B.P.Ed.** : Bachelor of Physical Education
3. **CCE** : Continuous and Comprehensive Evaluation
4. **CIEFL** : Central Institute of English and Foreign Languages
5. **C.S.C.** : College Service Commission
6. **D.E.L.T.** : Diploma in English Language Teaching
7. **DPEP** : District Primary Education Programme
8. **D.P.I.** : Director Public Instruction
9. **D.I.E.T.** : District Institute of Education and Training
10. **EMT** : Educational Management and Training
11. **EVS** : Environmental Studies
12. **G.B.** : Governing Body
13. **G.O.** : Government Order
14. **G.T.** : Guru Training
15. **H.S.** : Higher Secondary
16. **J.B.T.I.** : Junior Basic Training Institute
17. **M.Ed.** : Master of Education
18. **M.L.L.** : Minimum Levels of Learning
19. **M.P.Ed.** : Master of Physical Education
20. **MHRD** : Ministry of Human Resource Development
21. **N.C.C.** : National Cadet Corps
22. **NCERT** : National Council of Educational Research and Training
23. **NCTE** : National Council for Teacher Education
24. **NET** : National Eligibility Test
25. **NIEPA** : National Institute of Educational Planning and Administration

26. **NGO** : Non - Government Organisation
27. **OB** : Operation Black board
28. **P.G.B.T.** : Post Graduate Basic Training
29. **PLC** : Post Literacy Campaign
30. **PMOST** : Programme for Massive Orientation of School Teachers
31. **PSC** : Public Service Commission
32. **PTTI** : Primary Teachers' Training Institute
33. **SC** : Schedule Caste
34. **SCERT** : State Council of Educational Research and Training
35. **S.D.O.** : Sub Divisional Officer (Executive)
36. **SLET** : State Level Eligibility Test
37. **ST** : Schedule Tribe
38. **TLC** : Total Literacy Campaign
39. **UEE** : Universalisation of Elementary Education
40. **UGC** : University Grants Commission
41. **UNFPA** : United National Fund for Population Activities
42. **UNICEF** : United Nations International Children's Emergency Fund
43. **W.B.B.P.E.** : West Bengal Board of Primary Education
44. **W.B.B.S.E.** : West Bengal Board of Secondary Education.
45. **W.B.C.H.S.E.** : West Bengal Council of Higher Secondary Education